Tennessee Comprehensive Assessment Program

TEST ADMINISTRATION MANUAL

Spring 2004

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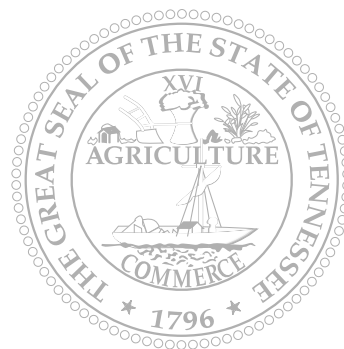
This manual is provided to assist in the administration of the TCAP Achievement Test. To ensure a smooth implementation of this testing program, please become familiar with the contents of this manual. Many potential problems can be avoided by studying these procedures.

Please read these directions carefully before distributing any materials to your schools.

SAVE YOUR BOXES!

The boxes in which you received your test materials should be saved to return the materials to the DOE.

TCAP Achievement Test materials will be packed separately and shipped to the systems approximately three weeks prior to the system test date.

The TCAP Achievement Test should be administered between March 22, 2004 and April 9, 2004.

Evaluation and Assessment Division (615) 741-0720
Tennessee Department of Education
Andrew Johnson Tower, 7th Floor
710 James Robertson Parkway
Nashville, TN 37243-0376

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State of Tennessee Test Security Law

Tennessee Code Annotated (T.C.A.) 49-1-607 states:

Any person found to have not followed security guidelines for administration of the TCAP test, or successor test, including making or distributing unauthorized copies of the test, altering a grade or answer sheet, providing copies of answers or test questions, or otherwise compromising the integrity of the testing process shall be placed on immediate suspension, and such actions will be grounds for dismissal, including dismissal of tenured employees. Such actions shall be grounds for revocation of state license. [Acts 1992, ch. 535, 4.]

STATE TEST SECURITY MEASURES

The State will:
- establish security guidelines to ensure the integrity of the testing process
- implement safeguards to ensure test content security
- communicate through the System Testing Coordinator matters concerning security, material orders, and shipping verifications
- provide distribution and shipping logs to ensure accurate inventory of test materials at the system and school levels
- conduct random visits during testing to ensure test security and consistency of administration
- provide Breach of Testing Security Report forms to document local test security concerns
- review submitted Breach of Testing Security Reports and follow up as needed
- release student-specific test data only to authorized personnel.

STATE TEST SECURITY GUIDELINES

The Public School Systems, State Special and Non-Public Schools MUST:
- adopt a locally-monitored test security policy which incorporates, <u>at a minimum</u>, these State Test Security Guidelines
- implement policies and procedures to prohibit all personnel from obtaining knowledge of test items or passage content before, during, and after testing
- train all personnel involved in the testing process on State Test Security Law, Security Guidelines, local policy and test administration procedures; retain training documentation for system records
- restrict handling of test materials to authorized personnel at all times
- implement check-in, check-out, and quantity verification procedures for all test materials at the system level, at the school level, and for each test session
- return test materials immediately after each test session and when the entire administration is completed
- store test materials in a centrally-located locked room that is inaccessible to unauthorized persons
- conceal all instructional or reference materials in the test setting, which are related to the content area being assessed, such as maps, posters, student samples, bulletin board items, etc.
- turn off all electronic communication devices (cell phones, pagers, palm pilots, etc.) in the test setting
- confirm each student is the person named on the answer document for every testing session
- require test administrators and proctors to remain with the students and be observant and non-disruptive throughout the test session
- require test administrators and proctors to carefully adhere to all test administration and accommodation instructions, following appropriate schedules
- prohibit coaching students in any way during State assessments
- prohibit reading test items and passages by anyone other than the students being tested, unless indicated in test instructions or accommodations
- ensure students respond to test without assistance from anyone
- maintain confidentiality of student-specific demographic information and test results at all times
- document test security concerns, including missing materials, on the Breach of Testing Security Report form

BREACH OF TEST SECURITY PROCEDURES

Test Security Procedures

It is the responsibility of the school system to establish a secure testing environment for all assessments. Open lines of communication should be maintained to encourage suggestions for improvements in testing procedures and for reporting any possible testing impropriety. Upon receipt of any information concerning a possible breach of testing security, the school and system must initiate an immediate and thorough investigation into the circumstances of the event. The following chart is provided for guidance in handling potential breach of testing security concerns. Questions should be directed to the State Evaluation and Assessment Director at (615) 741-0720.

Immediately report a potential breach of test security to the System Testing Coordinator and the State Evaluation and Assessment Director.

The system and school must conduct an immediate and thorough local investigation of the incident.

Notify the State Evaluation and Assessment Director that a testing security breach did not occur.

Notify the State Evaluation and Assessment Director that a testing security breach occurred.

Re-train staff on Test Security Law and local policies; consider revision of policies and procedures to avoid further problems.

Immediately suspend the offending personnel and report this action to the Director of Teacher Licensure at (615) 532-4880.

Consult with the State concerning possible additional actions, such as revocation of personnel's State teaching license.

Student test impacted.

Student test NOT impacted.

Make test processing recommendations (Process Normally, Nullify or Void) on an RI and/or Breach form.

Complete a Breach of Testing Security Report form with documentation of the investigation and results, including actions taken, and submit the form to the State. Review local policies and procedures for revisions and re-train staff to avoid further infractions.

Breach of Testing Security Report

NOTE: This form is to be used only when reporting a testing security breach. A Report of Irregularity should be used to report student cheating.

TCA 49-1-607. Noncompliance with security guidelines for TCAP or successor test. Any person found to have not followed security guidelines for administration of the TCAP test, or a successor test, including making or distributing unauthorized copies of the test, altering a grade or answer sheet, providing copies of answers or test questions, or otherwise compromising the integrity of the testing process shall be placed on immediate suspension, and such actions will be grounds for dismissal, including dismissal of tenured employees. Such actions shall be grounds for revocation of state license.

System _____ School _____

Test Administrator _____ Grade _____ Test Date _____

Report pertaining to (check one):

☐ Achievement   ☐ Gateway   ☐ End-of-Course   ☐ Writing   ☐ Competency

Explanation of Testing Security Event:

(Be sure to include a description of the event, results from the investigation, actions taken with personnel and recommendations for student test processing, if applicable. Attach additional pages of explanation and any necessary documents.)

Signature of Reporter   Date   Phone Number

_____   _____   _____

Top copy to be sent to the State   Middle copy to be kept by System Testing Coordinator   Bottom copy to be kept by reporter

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SECTION II: PROGRAM PERSONNEL RESPONSIBILITIES

All system personnel are responsible for the proper administration and security of State assessments. Designated program personnel specifically responsible for State assessments at the local level include the System Testing Coordinator, Building Testing Coordinators, Test Administrators, and Proctors. Public, State Special, and Non-Public School Directors should ensure all of the program personnel responsibilities are fulfilled.

System Testing Coordinator

- serves as the system contact for all assessment communications between the State and local schools, including participating in State testing Listserv and ordering, receiving, shipping, and accounting for assessment materials

- attends State assessment meetings

- assists school system with development and implementation of the local test security plan, monitors compliance, and leads investigations of all local test security concerns

- develops test schedules with school administrators to minimize test security risks, e.g., testing to occur at the same time systemwide, administer a content test/subtest (8th grade Writing or 5th grade Math, Part 1) at the same time across a grade level in a school, administer a subject test (Gateway Science) at the same time within a school

- notifies appropriate media and local officials, e.g., Fire Chief, Community Event Planners, of test schedule to facilitate the test process and prevent test disruptions

- conducts assessment training sessions for Building Testing Coordinators and other system personnel

- orders assessment materials and assures all applicable schools and grade levels are included

- verifies quantities of assessment materials received, distributed, collected, and returned, including used and unused tests and answer documents

- completes and returns the Central Office Distribution Log and verifies schools' Shipping Order Forms to document assessment material inventories

- ensures all test administration and handling procedures are accomplished (checklists provided in this manual for assistance)

- implements procedures to ensure all students are assessed and accounted for as required (including Homebound and Home School)

- verifies appropriate use and accurate completion of all Report of Irregularity, Report of Irregular Testing Conditions, Inactive Test Material, and Breach of Testing Security forms; **signs** and returns them per instructions

- ensures assessment materials are appropriately completed and in the specified order when returned for processing

- retains a detailed record of boxed test materials returned for processing

- distributes test results promptly to appropriate school personnel

See Section VI, in this manual, for System Testing Coordinator's Checklist defining specific duties.

Building Testing Coordinator

- serves as the building contact for all assessment communications between the System Testing Coordinator and school personnel, including ordering, receiving, returning, and accounting for assessment materials

- attends training session conducted by the System Testing Coordinator

- enforces the local test security plan, monitors test procedures, and assists the System Testing Coordinator with investigating test security concerns

- assists Principal in notifying all school personnel and parents/guardians of test dates and schedules

- conducts or reinforces test administration training for Test Administrators and Proctors

- implements check-in, check-out, and quantity verification procedures for all test materials after each test session

- establishes a restricted, secure, centrally-located storage area for test materials at all times

- counts to confirm quantities of assessment materials received, distributed, collected, and returned, including used and unused tests and answer documents

- completes and returns the school's Shipping Order Form to document assessment material inventories

- utilizes checklist provided in this manual for test procedures

- ensures all students are assessed and accounted for as required

- ensures all student demographic information is completed appropriately

- ensures proper transcription and handling of Braille/audio, word processor-generated, and Large Print responses, as needed

- verifies appropriate use and accurate completion of all Report of Irregularity, Report of Irregular Testing Conditions, Inactive Test Material, and Breach of Testing Security Report forms; **signs** and returns them to the System Testing Coordinator

- compiles all used and unused assessment materials in the specified order (see Section VII, Return Procedures, in this manual), **packs them in the original shipping boxes** and returns the packed boxes to the System Testing Coordinator

See Section VI, in this manual, for Building Testing Coordinator's Checklist defining specific duties.

Test Administrator and Proctor

- attends Test Administrator training sessions

- notifies students and parents/guardians of test dates and schedule

- adheres to local test security plan and reports any test security concerns utilizing Breach of Testing Security form as needed

- adheres carefully to all test administration and accommodation instructions, following appropriate schedules

- counts to confirm quantities of assessment materials received, distributed, collected, and returned, including used and unused tests and answer documents

- utilizes checklist provided in this manual for test procedures

- ensures that all instructional or reference materials in the test setting which are related to the content area being assessed, are concealed, such as maps, posters, student samples, bulletin board items, etc.

- ensures all electronic communication devices (cell phones, pagers, palm pilots, etc.) in the test setting have been turned off

- provides an uncluttered testing space for each student and removes all extraneous items, e.g., food, beverages, candy, backpacks, purses, textbooks, notebooks, etc.

- assesses and accounts for all students as required

- monitors to ensure all student demographic information is completed correctly and remains confidential at all times

- confirms each student is the person named on the answer document for every testing session

- remains with the students and is observant and non-disruptive throughout the testing session

- DOES NOT READ test items or passages, unless indicated in test instructions or accommodations

- does not coach students in any way during State assessments

- ensures students respond to test without assistance from anyone

- ensures proper transcription and handling of Braille/audio, word processor-generated, and Large Print responses, as needed

- completes Report of Irregularity, Report of Irregular Testing Conditions, Inactive Test Material, and Breach of Testing Security forms as needed; **signs** and returns them to the Building Testing Coordinator

- returns all used and unused assessment materials to the Building Testing Coordinator

The Proctor performs duties as assigned under the supervision of the Test Administrator.

See Section V, in this manual, for Test Administrator's Checklist defining specific duties.

SECTION III: TEST ACCOMMODATIONS

Braille/Audio

Braille tests with corresponding audio tapes are available for grades 3–8.

❑   1.   Students may mark responses directly in the test booklet.

❑   2.   Complete the student identification label on the front cover of the test booklet.

❑   3.   Special Accommodations may be used only if indicated on the student's IEP (see Section III, 2003–2004 Special Accommodations, in this manual).

❑   4.   See *Teacher's Notes to Braille Edition* for information concerning extended time limits.

❑   5.   Complete the student demographic information on the regular answer sheet stamped "Braille;" ensure that the circles for Braille and any accommodations used (including extended time) have been filled in.

❑   6.   Carefully transcribe answers verbatim from the Braille test booklet to the regular answer sheet stamped "Braille."

❑   7.   Place the transcribed answer sheet under a Group Information Sheet (GIS) for the student's teacher.

❑   8.   The Braille test booklet with the completed label and corresponding audio tape must be returned to the State in the box labeled "Braille" in which it was shipped.

Large Print Tests

Large Print tests are available for grades K–8.

❑   1.   Students in grades K–3 may mark responses directly in the test booklet.

❑   2.   Students in grades 4–8 mark responses on the Large Print answer document.

❑   3.   Complete the student identification label on the front cover of the test booklet.

❑   4.   Special Accommodations may be used only if indicated on the student's IEP (see Section III, 2003–2004 Special Accommodations, in this manual).

❑   5.   Complete the student demographic information on the regular answer sheet stamped "Large Print." Ensure that the circle for Large Print and any accommodations used (including extended time) have been filled in.

❑   6.   Carefully transcribe answers verbatim from the Large Print test booklet (grades K–3) or answer document (grades 4–8) to the regular answer sheet stamped "Large Print".

❑   7.   Place the transcribed answer sheet under the appropriate Group Information Sheet for the student's teacher.

❑   8.   The Large Print test booklet with the completed label should be returned to the State in the box labeled "Large Print" in which it was shipped.

2003–2004 TCAP Allowable Accommodations

This chart indicates Allowable Accommodations available for all students as noted for each TCAP assessment. Students may use multiple Allowable Accommodations.

Test Accommodation	TCAP Achievement	TCAP Competency	TCAP End-of-Course (EOC)/ TCAP Gateway	TCAP Writing
Modified Test Format				
Braille (Readers for illustrations and graphs are permitted if verified Visual Impairment is documented on IEP.)	Available with or without audio / Flexible Setting required if using audio / See *Teacher's Notes to Braille Edition* for directions.	Available with or without audio / Flexible Setting required if using audio / Untimed	**EOC** – Extended time is allowed if student meets required conditions for Special Accommodation B. / **Gateway**-Untimed	Extended time is allowed if student meets required conditions for Special Accommodation B.
Large Print (Readers for illustrations and graphs are permitted if verified Visual Impairment is documented on IEP.)	Extended time is allowed if student meets required conditions for Special Accommodation B.	Untimed	**EOC** – Extended time is allowed if student meets required conditions for Special Accommodation B. / **Gateway**– Untimed	Extended time is allowed if student meets required conditions for Special Accommodation B.
Audio	Not available for regular or Large Print test versions	SPECIAL ACCOMMODATION ONLY	NOT AVAILABLE	NOT AVAILABLE
Oral Instructions Delivery				
Sign Oral Instruction	✓	✓	✓	✓
Re-read/sign Oral Instructions	✓	✓	✓	✓
Calculator				
	Allowable for specified subtests. See *Test Administration Manual* for instructions.	SPECIAL ACCOMMODATION ONLY	See *Test Administration Manual* for calculator restrictions.	NOT APPLICABLE – no calculations
Flexible Setting				
Individual	✓	✓	✓	✓
Small Group	✓	✓	✓	✓
Designated Part of Room	✓	✓	✓	✓
Study Carrel	✓	✓	✓	✓
Special Education Classroom	✓	✓	✓	✓
Homebound/Out of School	✓	✓	✓	✓
Visual/Tactile Aids				
Magnification Equipment	✓	✓	✓	✓
Templates, Masks, Pointers	✓	✓	✓	✓
Abacus	✓	✓	✓	NOT APPLICABLE – no calculations
Auditory Aids				
Amplification	✓	✓	✓	✓
Noise Buffer	✓	✓	✓	✓
Flexible Scheduling				
Flexible Scheduling of Subtests	✓	✓	✓	✓
Flexible Time of Day	✓	✓	✓	✓
Scribe/Recording Answers				SPECIAL ACCOMMODATION ONLY
Student Answers in Test Booklet	✓	✓	✓	NOT APPLICABLE
Student Answers on Separate Sheet of Paper	✓	✓	✓	SPECIAL ACCOMMODATION ONLY
Answers Recorded by Scribe	✓	✓	✓	SPECIAL ACCOMMODATION ONLY

2003–2004 TCAP Allowable Accommodations

Any departure from standardized test procedures can potentially invalidate the test results. **The test validity is seriously threatened by accommodations that change the nature of the task being tested.** Allowable Accommodations are available for use by all students as noted below. Multiple Allowable Accommodations may be used. TCAP Allowable Accommodations are specifically defined as follows.

- **Modified Format Tests:** This refers to Large Print and Braille tests. Any modified format test must be requested in advance. Large Print and Braille tests may have special administration instructions because the test may vary from the standard print test. When administering the Achievement Test, refer to the *Teacher's Notes to Braille Edition* for directions (including suggested time limits for the Braille edition of the Achievement Test). The Braille version of the Achievement Test may be taken with or without the corresponding audio tape. "Readers" for illustrations and graphs are also permitted with the Braille and Large Print editions of the TCAP assessments. Students using "Readers" must have Visual Impairment verified on the IEP. Extended time for students using Large Print and Braille tests is not permitted unless required conditions for **Special Accommodation B** are met. See Section III, Braille/Audio and Large Print, in this manual for processing instructions.

- **Oral Instructions Delivery:** Directions normally read aloud to students may be signed verbatim for students with hearing impairments. Only spoken portions of the directions may be signed.

  Directions normally read aloud or signed to students may be re-read/signed verbatim as needed.

- **Calculator:** A calculator may be used for test items that do not measure the academic skill of computation, e.g., applied concepts and algebraic problems. See Section V, Test Directions, in this manual, for subtests allowing calculator usage.

- **Flexible Setting:** Students may take the Achievement Test in an individual or small group setting, seated in a designated part of the room, in a study carrel, or in the special education classroom. Homebound students may take the test at home or another approved location with appropriate documentation.

- **Visual/Tactile Aids:** Aids may include magnifying devices, use of templates to reduce the amount of visible print on a page, masks, pointers, and abacus.

- **Auditory Aids:** Auditory aids include amplification devices and devices that are used as noise buffers.

- **Flexible Scheduling:** Achievement subtests may be given in smaller segments adhering to the allotted time for that subtest. Each subtest must be taken during the given time (see Section V, Test Time Limits, in this manual). Extended breaks between subtests may also be given to the student. Breaks taken by the student during the testing period must be closely supervised.

- **Scribe/Recording Answers:** Students who cannot mark their own answer documents may use an impartial Scribe. A Scribe may be used to record responses or to transcribe the student's answers from a modified answer document or test booklet. Students who cannot utilize the answer document may record directly in the test booklet or on a separate piece of paper. If students in grades 4, 5, 6, 7, and 8 mark answers in the test booklet, ensure that the student's name, social security number, grade, school, system, and teacher name are written on the front cover of the test booklet. The student's answers must be transcribed to a regular answer document and placed with documents to be scored. Place the marked test booklet under a completed Inactive Test Material (ITM) form and mark the appropriate box on the form.

2003–2004 SPECIAL ACCOMMODATIONS[1]

Accommodations — Students may use multiple accommodations if required conditions are met.	TCAP Achievement	TCAP Competency	TCAP End-of-Course (EOC) / TCAP Gateway	TCAP Writing	Required Conditions for Accommodations — All Special Accommodations must be documented on the IEP or the 504 Service Plan and used consistently in the classroom.
A. Extended Time – Fine Motor	NOT ALLOWED	NOT APPLICABLE – Untimed	**EOC** – NOT ALLOWED **Gateway** – NOT APPLICABLE – Untimed	Extended Time limits determined by IEP Team or 504 Review Committee	• IEP or 504 Service Plan Fine-Motor Goal Verified
B. Extended Time – Visual Impairment	Extended Time determined by IEP Team	NOT APPLICABLE – Untimed	**EOC** – Extended Time determined by IEP Team **Gateway** – NOT APPLICABLE – Untimed	Extended Time determined by IEP Team	• As indicated on IEP with Verified Visual Impairment
C. Read Aloud/Sign Internal Test Instructions	See *Test Administration Manual* for directions	May read aloud or use Audio only or Audio with test booklet	See *Test Administration Manual* for directions	NOT APPLICABLE – No internal test items	• 16th Percentile (84 Standard Score) on Individual Standardized Reading Test (Basic Reading Skills *OR* Reading Comprehension – within 2 years of TCAP) *and/or* • Visual and/or Hearing Impairment
D. Read Aloud/Sign Internal Test Items	See *Test Administration Manual* for allowable subtests Not allowed for Reading/Language Arts, Word Analysis, Language Mechanics, Spelling, and Vocabulary	May read aloud or use Audio only or Audio with test booklet	See *Test Administration Manual* for directions Not allowed for **EOC** English I or **Gateway** Language Arts	Allowable Accommodation for all students	• 16th Percentile (84 Standard Score) on Individual Standardized Reading Test (Basic Reading Skills *OR* Reading Comprehension – within 2 years of TCAP) *and/or* • Visual and/or Hearing Impairment
E. Calculator	Document as a Special Accommodation when LEA does not allow calculators as Allowable Accommodation See *Test Administration Manual* for specified subsections	See *Test Administration Manual* for selected items	Document as a Special Accommodation when LEA does not allow calculators as Allowable Accommodation See *Test Administration Manual* for calculator restrictions	NOT APPLICABLE – No calculations	• 16th Percentile (84 Standard Score) on Individual Standardized Computation Test (within 2 years of TCAP)
F. Talking or Electronic Device with Braille Display	Applicable for all math subtests	Applicable for Math Competency	Applicable for all math tests See *Test Administration Manual* for calculator restrictions	NOT APPLICABLE – No calculations	• As indicated on IEP – Visual Impairment – calculator must be utilized 100% of the time in ALL mathematics and • Will be necessary for post-school success
G. Word Processor with or without Talk-Text Technology	NOT APPLICABLE – see Scribe below	NOT APPLICABLE – see Scribe below	NOT APPLICABLE – see Scribe below	See *Test Administration Manual* for directions	• IEP goal in writing where technology is used consistently throughout educational program (grammar, spell-check, and thesaurus not allowed) • Technology used as accommodation is necessary for post-school success
H. Scribe/Recording Answers	Allowable Accommodation for all students	Allowable Accommodation for all students	Allowable Accommodation for all students	See *Test Administration Manual* for directions Extended Time determined by IEP Team or 504 Review Committee	• As indicated on IEP or 504 Service Plan where used consistently in educational program *or* • Due to short-term physical inability to write
I. Student Reads Items into Auditory Recorder and Plays Back Immediately for Comprehension	See *Test Administration Manual* for directions and special handling instructions Extended Time determined by IEP Team or 504 Review Committee May be used for all subtests	Untimed See *Test Administration Manual* for directions and special handling instructions May be used for both tests	**EOC** – See *Test Administration Manual* for directions and special handling instructions Extended Time determined by IEP Team or 504 Review Committee May be used for all tests **Gateway** – Untimed – See *Test Administration Manual* for directions and special handling instructions May be used for all tests	No extended time limits See *Test Administration Manual* for directions and special handling instructions	• IEP or 504 Service Plan where this accommodation is used consistently throughout the student's educational program

D. REVISED to include tests/subtests in areas of Reading/Language Arts for students with IEPs. See Instructions for the TCAP Accommodations on the Special Education Website.

[1] Refer to TCAP IEP Addendum grids for individual TCAP Assessments – Achievement, Writing, Competency, End-of-Course, and Gateway Assessments – for Special Accommodations applicable to each test.

2003–2004 Special Accommodations

> Questions regarding required conditions for the use of Special Accommodations should be directed to the Division of Special Education at (615) 741-2851. Test administration questions should be directed to the Evaluation and Assessment Division at (615) 741-0720.
>
> Special Accommodations should be limited to those listed below in order to obtain valid results. Requests for any type of accommodation other than those listed below must be directed to the Division of Special Education.

Special Accommodations may be used only if indicated on the student's IEP or 504 Service Plan. Students may use multiple Special Accommodations if they meet all of the required conditions. The answer document displays only the Special Accommodations permitted for the assessment. Bold letters correspond to the answer document coding.

Special Accommodations				
B	**C**	**D**	**F**	**I**
○	○	○	○	○

B   Extended Time for Students with Visual Impairments

Students taking the Braille version of the Achievement Test may use the *Teacher's Notes to Braille Edition* as a guide for extended time limits.

Test Administrators must verify the circle for **Special Accommodation B** is darkened on the answer document to signify that the student used this accommodation. *Test administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for the number of hours that the student receives special education services is darkened on the answer document.*

This accommodation may be used with all assessment materials, including Braille, Large Print, and regular print tests. This accommodation may be used along with visual aids, such as masks, pointers, and templates. Accommodation B applies to students receiving special education services only, and must be documented in the student's IEP. The amount of extended time must be determined by the student's IEP Team. No test should be administered more than 75 minutes without allowing for a 10-minute break. Breaks taken by the student during the testing period must be closely supervised.

C   Read Aloud/Sign Internal test Instructions

Test Administrators must verify the circle for **Special Accommodation C** is darkened on the answer document to signify that the student used this accommodation. *Test administrators must confirm the student has met the required conditions for use of this accommodation and verify that the circle for 504 Service Plan or the number of hours the student receives special education services is darkened on the answer document.*

The appropriateness of reading accommodations must be verified through individualized assessments given within two years of the TCAP assessment. Special Accommodation C may be used by students scoring at or below the 16th percentile (84 standard score) on an individualized standardized test of reading and/or by students who meet eligibility standards for a Visual and/or Hearing Impairment. Group achievement tests such as the TCAP Achievement, Iowa Test of Basic Skills, or Stanford Achievement Tests are not acceptable measures for determination of the student's achievement level for use of Special Accommodation C.

If the required assessment results are not available within two years of the TCAP assessment, and the IEP Team or 504 Review Committee agrees this accommodation would be appropriate, it will be necessary to administer the basic reading (word recognition) skills and/or comprehension sections of an individual, standardized achievement test to the student. School personnel trained in individual achievement testing should administer this assessment. Document student scores in the space provided on the Accommodations Addendum.

Eligible students must receive this accommodation under the following conditions:

1. The student must be tested in an isolated area in which students who do not need the accommodation may not hear or see (signing) the test administration. This accommodation may be provided in an individual or small group setting with students needing the same accommodation.

2. Internal Test Items must be read exactly as they are written in the test book. Any variation from the text will invalidate the test.

D. REVISED to include subtests in areas of Reading/Language Arts for students with IEPs. See Instructions for the TCAP Accom. on the Special Education Website.

D   Read Aloud/Sign Internal Test Items

Special Accommodation D **may not** be used for the following subtests: Reading and Language Arts, Vocabulary, Language Mechanics, Spelling, and Word Analysis.

Special Accommodation D may be used for the following subtests: Mathematics, Mathematics Computation, Science, and Social Studies.

Test Administrators must verify the circle for **Special Accommodation D** is darkened on the answer document to signify that the student used this accommodation. *Test administrators must confirm the student has met the required conditions for use of this accommodation and verify that the circle for 504 Service Plan or the number of hours the student receives special education services is darkened on the answer document.*

The appropriateness of reading accommodations must be verified through individualized assessments given within two years of the TCAP assessment. Special Accommodation D may be used by students scoring at or below the 16th percentile (84 standard score) on an individualized standardized test of reading and/or by students who meet eligibility standards for a Visual and/or Hearing Impairment. Group achievement tests such as the TCAP Achievement, Iowa Test of Basic Skills, or Stanford Achievement Tests are not acceptable measures for determination of the student's achievement level for use of Special Accommodation D.

If the required assessment results are not available within two years of the TCAP Assessment, and the IEP Team or 504 Review Committee agrees this accommodation would be appropriate, it will be necessary to administer the basic reading (word recognition) skills and/or comprehension sections of an individual, standardized achievement test to the student. School personnel trained in individual achievement testing should administer this assessment. Document student scores in the space provided on the Accommodations Addendum.

Eligible students must receive this accommodation under the following conditions:

1. The student must be tested in an isolated area in which students who do not need the accommodation may not hear or see (signing) the test administration. This accommodation must be provided in an individual or small group setting with students needing the same accommodation.

2. Internal Test Items must be read exactly as they are written in the test book. Any variation from the text will invalidate the test.

F   Talking Calculator or Electronic Device with Braille Display

Test Administrators must verify the circle for **Special Accommodation F** is darkened on the answer document to signify that the student used this accommodation. *Test administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for the number of hours that the student receives special education services is darkened on the answer document.*

Special Accommodation F may be used by students eligible for Special Education with a Visual Impairment when the use of an audible calculator is necessary for everyday calculations and post-school success. This accommodation may be used on all mathematics tests when the required conditions for this accommodation have been met. Eligible students should receive this accommodation using a talking calculator with earphones. In the event earphones are not available for the talking calculator, the student must be tested in an isolated area.

I   Student Reads into Auditory Recorder and Plays Back Immediately for Comprehension

Test Administrators must verify the circle for **Special Accommodation I** is darkened on the answer document to signify that the student used this accommodation. *Test administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for 504 Service Plan or the number of hours that the student receives special education services is darkened on the answer document.*

Special Accommodation I may be used on all TCAP Assessments by students with an IEP or 504 Service Plan indicating consistent use throughout the student's educational program. This accommodation is effective for students when reading fluency is on grade level and difficulty in reading comprehension is documented. Accommodation I may be useful in situations where Accommodation D is not permitted (i.e., Reading/Language Arts subtests of the Achievement Test).

Eligible students must receive this accommodation under the following conditions:

1. Ensure that student has a blank tape and tape recorder.

2. The student must be tested during the same testing session as other students.

3. The student must be tested in an isolated area in which students who do not need the accommodation cannot hear the student's speaking or playback of the tape.

4. Extended time limits may be determined by the student's IEP Team or 504 Review Committee.

5. Only the student may read into the audio recorder.

6. The student may read only internal test instructions and items into the audio recorder to be played back immediately for response.

7. Student's responses to his/her recording of test items must be marked on the answer document provided for that test. If the student is answering directly in the test booklet, ensure that responses are transcribed onto the corresponding answer document.

8. Place the student's answer document under the appropriate Group Information Sheet.

9. The used audio tape must be returned according to the following procedures:
   a) Upon completion of the test, the audio tape must be returned to its protective casing and sealed.
   b) Label the audio tape case with the student's name, social security number, grade, school, system, and teacher name.
   c) Place the sealed and labeled audio tape in an envelope for return.
   d) Via Priority Mail, send the envelope to

   > **Tennessee Department of Education**
   > **Evaluation and Assessment Division**
   > **Andrew Johnson Tower, 7th Floor**
   > **710 James Robertson Parkway**
   > **Nashville, TN 37243-0375**
   > **Attn: Alternative Assessment Coordinator**

10. Under no circumstances may audio tapes be retained or copied.

2003–2004 English Language Learner (ELL) Accommodations

Accommodation	TCAP Achievement	TCAP Competency	TCAP End-of-Course (EOC)/ TCAP Gateway	TCAP Writing Assessment	Required Conditions for Accommodations
Q **Extended Time**	Time and a half per subtest	NOT APPLICABLE- Untimed	**EOC** - Time and a half per test **Gateway** – NOT APPLICABLE - Untimed	Time and a half	• ELL, **and** • score as limited English proficient on IPT
R **Bilingual Dictionary**	**Not allowed** for Language Arts, Reading, Spelling, Word Analysis, and Vocabulary subtests	Not Allowed for Language Arts	Not Allowed for **EOC** English I and **Gateway** Language Arts	NOT ALLOWED	• ELL, **and** • score as limited English proficient on IPT
S **Read Aloud in English Internal Test Instructions**	All subtests	May read aloud or use Audio only or Audio with test booklet	All tests	All tests	• ELL, **and** • score as limited English proficient on IPT
T **Read Aloud in English Internal Test Items**	**Not allowed** for Language Arts, Reading, Spelling, Word Analysis, and Vocabulary subtests	May read aloud or use Audio only or Audio with test booklet	Not Allowed for **EOC** English I and **Gateway** Language Arts	All tests	• ELL, **and** • score as limited English proficient on IPT

*Remember all students are eligible for **Allowable Accommodations**, as needed, on any TCAP assessment.

Questions regarding required conditions for use of ELL Accommodations should be directed to TN ELL Consultant at (615) 741-3262.

2003–2004 English Language Learner (ELL) Accommodations

All students are expected to achieve the same high standards in Tennessee. The State of Tennessee English Language Learners (ELL) Testing Policy states:

> "The purpose for including our student population of English Language Learners in our Tennessee Comprehensive Assessment Program is to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet."

There are NO exemptions of ELL students from any State assessments.

ELL status must be determined by the IDEA Proficiency Test (IPT). A score of less than English Proficient on any subtest qualifies students as ELL. School districts must document and determine accommodations each year, based on individual needs and abilities.

The following is a list of approved accommodations provided for English Language Learners in State assessments and may be used, as indicated, on the **TCAP Achievement Test**.

ELL Accommodations			
Q	R	S	T
○	○	○	○

Q   Extended Time

This accommodation may be used for all subtests.

The Test Administrator must verify the circle for **ELL Accommodation Q** is darkened to signify that the student used this accommodation. *Test administrators must confirm that the student has met the required conditions for use of this accommodation and verify that the circle for ELL is darkened on the answer document.*

Eligible students using this accommodation may receive one and one-half (1½) times the standard time limits.

ELL Accommodation Q Extended Time Limits TCAP Achievement, Grade 3, Form O			
Content Area	Subtests and Parts	# of Items	Extended Testing Time in Minutes
Reading and Language Arts	Test A, Part 1	36	72
	Test A, Part 2	34	63
	Test B, Part 1	22	45
	Test B, Part 2	21	45
	Test C	14	30
Mathematics	Test A, Part 1	13	23
	Test A, Part 2	37	68
	Test B, Part 1	22	45
	Test B, Part 2	21	45
	Test C	14	30
Science	Test A	35	53
	Test B, Part 1	29	60
	Test B, Part 2	30	60
Social Studies	Test A	35	53
	Test B, Part 1	29	60
	Test B, Part 2	30	60
Word Analysis		20	23

ELL Accommodation Q Extended Time Limits TCAP Achievement, Grades 4, 6, and 7, Form O			
Content Area	Subtests and Parts	# of Items	Extended Testing Time in Minutes
Reading and Language Arts	Test A, Part 1	38–40	75
	Test A, Part 2	40–42	75
	Test B	48	90
Mathematics	Test A, Part 1	12–18	23
	Test A, Part 2	39–45	83
	Test B	48	90
Science	Test A	40	60
	Test B, Part 1	32	60
	Test B, Part 2	32	60
Social Studies	Test A	40	60
	Test B, Part 1	32	60
	Test B, Part 2	32	60

ELL Accommodation Q Extended Time Limits TCAP Achievement, Grades 5 and 8			
Content Area	Subtests and Parts	# of Items	Testing Time in Minutes
Reading and Language Arts	Test A, Part 1	39–40	75
	Test A, Part 2	40–41	75
	Test B	48–49	90
	Test C	14	30
Mathematics	Test A	14	30
	Test B, Part 1	9–13	23
	Test B, Part 2	44–47	90
	Test C	48–49	90
Science	Test A	40	60
	Test B, Part 1	32	60
	Test B, Part 2	32	60
Social Studies	Test A	40	60
	Test B, Part 1	32	60
	Test B, Part 2	32	60

ELL Accommodation Q Extended Time Limits TCAP Achievement, Kindergarten, Form C		
Content Area	Subtests and Parts	Testing Time in Minutes
Reading and Language Arts	Part 1	38
	Part 2	45
Mathematics	Part 1	30
	Part 2	30

ELL Accommodation Q Extended Time Limits TCAP Achievement, Grade 1, Form C		
Content Area	Subtests and Parts	Testing Time in Minutes
Reading and Language Arts	Part 1	41
	Part 2	50
Mathematics	Part 1	45
	Part 2	45
Science		30
Social Studies		30
Word Analysis		23
Vocabulary		23
Mathematics Computation		30

ELL Accommodation Q Extended Time Limits TCAP Achievement, Grade 2, Form C		
Content Area	Subtests and Parts	Testing Time in Minutes
Reading and Language Arts	Part 1	62
	Part 2	51
Mathematics	Part 1	45
	Part 2	45
Science		38
Social Studies		38
Word Analysis		23
Vocabulary		23
Language Mechanics		23
Spelling		23
Mathematics Computation		30

R   Bilingual Dictionary

This accommodation **may not** be used for Language Arts, Reading, Spelling , Word Analysis, and Vocabulary subtests.

ELL Accommodation R may be used for the following subtests: Mathematics, Mathematics Computation, Science, and Social Studies.

The Test Administrator must verify that the circle for **ELL Accommodation R** is darkened to signify that the student used this accommodation. *Test administrators must confirm that the student has met the required conditions for use of this accommodation <u>and</u> verify that the circle for ELL is darkened on the answer document.*

S   Read Aloud Internal Test Instructions in English

This accommodation may be used for all subtests.

The Test Administrator must verify that the circle for **ELL Accommodation S** is darkened to signify that the student used this accommodation. *Test administrators must confirm that the student has met the required conditions for use of this accommodation <u>and</u> verify that the circle for ELL is darkened on the answer document.*

Eligible students must receive this accommodation under the following conditions:

1. The student must be tested in an isolated area in which students who do not need the accommodation may not hear the test administration. This must be provided in an individual or small group setting with students needing the same accommodation.

2. Internal Test Items must be read exactly as they are written in the test book. Any variation from the text will invalidate the test.

T   Read Aloud Internal Test Items in English

This accommodation is **not allowed** for Language Arts, Reading, Spelling, Word Analysis, and Vocabulary subtests.

ELL Accommodation T may be used for the following subtests: Mathematics, Mathematics Computation, Science, and Social Studies.

The Test Administrator must verify that the circle for **ELL Accommodation T** is darkened to signify that the student used this accommodation. *Test administrators must confirm that the student has met the required conditions for use of this accommodation <u>and</u> verify that the circle for ELL is darkened on the answer document.*

Eligible students must receive this accommodation under the following conditions:

1. The student must be tested in an isolated area in which students who do not need the accommodation may not hear the test administration. This accommodation may be provided in an individual or small group setting with students needing the same accommodation.

2. Internal Test Items must be read exactly as they are written in the test book. Any variation from the text will invalidate the test.

SECTION IV: HOME SCHOOL AND HOMEBOUND STUDENTS

Testing Home School Students

Certain categories of Home School students at given grade levels must be assessed.

Independent

Independent Home Schools are conducted by a parent-teacher who has registered with the local school system.

T.C.A.49-6-3050(b)(5)(A)

Administration by the commissioner of education, or the commissioner's designee, or by a professional testing service which is approved by the LEA, to home school students of the same state board approved secure standardized tests required of public school students in grades five (5), seven (7), and nine (9); however, the test for grade nine (9) shall not be the high school proficiency test required by § 49-6-6001;

(B)(i) Tests administered by the commissioner or the commissioner's designee shall be at the same time tests are administered to public school students, and shall be administered in the public school which the home school student would otherwise be attending, or at whatever location students at such school are tested. Tests administered by the commissioner or the commissioner's designee, shall be administered without charge. The parent-teacher may be present when the home school student is tested in grade five (5). Both parent-teacher and home school student shall be under the supervision of the test administrator;

Church Related

Church related Home Schools are conducted by a parent-teacher who is associated with an organization that conducts church-related schools, as defined by § 49-50-801. Students registered with a church-related school in grades Kindergarten through eight (K–8) will take their standardized test at the church-related school. Tests will be given to Home School students at the time that the church-related school tests their regular day school students.

T.C.A.49-6-3050(a)(2)(C)(ii)

Any parent conducting a home school for children in grades nine through twelve (9–12) under this subdivision (a)(2) must adhere to the same program of the Sanders Model of value-added assessment, or other standardized achievement testing in use in the LEA which the child would otherwise attend. If the child fails, for two (2) consecutive years, to meet or surpass the average level of achievement in the Sanders Model of value-added assessment or other standardized achievement testing in use in the LEA, the child shall be enrolled in the appropriate grade level of the LEA or private or church-related school.

Before the Testing Dates

Parents of Home School students required to test are notified of the date, time, and place of the test administration(s) and are instructed to contact the system Home School Coordinator or System Testing Coordinator.

The TCAP Achievement Test cannot be administered to Home School students in grades other than 5 and 7.

Parents of Home School students must provide transportation to and from the test site.

Home School Test Materials

1. On the **answer document**, the **SCHOOL NAME** will be the name of your system, and the **SYSTEM NAME** will be "Home School." Use only answer documents stamped "Home School."

2. Complete a **separate Group Information Sheet** (GIS) for each child tested.

   a) Fill in the **TEACHER NAME** with "HOME" then a blank space and then the student's last name.
   b) Fill in the School Name with your **SYSTEM NAME**.
   c) Fill in the **GRADE** level at which the student is being assessed.
   d) Special Codes: Columns A–E — Code 00981
                                      Column F–leave blank
                                      Columns G–J — Code your **SYSTEM NUMBER,** omitting the first zero.
                                               (i.e. 0470 for Knox County)

   e) Administration Information:
                      Org–Tp — This number will change with each administration. Complete according to other pre-printed Group Information Sheet forms sent to your system.
                      Organization Name — This will always be "TCAP Achievement."
                      Element/District Name — "Home School" is added here.

3. List all Home School students on a single School/Group List (SGL) per grade. Make sure the TEACHER NAME is exactly the same on the SGL and the GIS.

4. Paper band **ALL** Home School GIS and answer documents by grade and return to System Testing Coordinator.

5. System Testing Coordinator should place paper-banded Home School GIS and answer documents in the same box (labeled "Home School") in which they were originally received (see Section VII, Return Procedures, in this manual).

Testing Homebound Students

Testing of Homebound students should be addressed in the student's education plan. Allowable accommodations may be used. Special Accommodations may be used if student meets required conditions. Special attention should be given to test security. Students must be tested during the system designated testing dates. Use only answer documents stamped "Homebound."

Completing the Group Information Sheet (GIS) for Homebound students

Homebound students are listed under a separate GIS. Complete the GIS as follows:

1. **Teacher Name**—Fill in the Homebound teacher's name

2. **School Name**—Fill in "Homebound"

3. **Number Students Testing**—The number of answer documents under the GIS

4. **Special Codes**—
   Columns A–E—Fill in the system number. (e.g., "00470" for Knox Co.)
   Column F—Leave Blank
   Columns G–J—Fill in "0975"
   Column K—Leave Blank
   Columns L–V—Fill in the teacher's SSN

5. **ORG-TP**—Normally pre-coded. If a blank is used, code exactly as a pre-coded GIS from the current administration

6. **Organization Name**—This is pre-coded with the name of the test. If a blank is used, write exactly as a pre-coded GIS from the current administration

7. **Element/District Name**—This will be the name of your system

Note: Element/District Name — This will be the name of your system.

Completing the SGL for Homebound students

Homebound students should have their own SGL. Complete the SGL as follows:

1. **District/Element Name**—Write the system name

2. **School**—Write "Homebound"

3. **Area or Region**—Write the system number

4. **School Number**—Write "0975"

5. **Contact Person/Phone Number**—Write the System Testing Coordinator's name and phone number

6. **Teacher**—Write each teacher name EXACTLY as it is written on the GIS

7. **Grade**—Fill in as appropriate

8. **Number Tested**—Write the same number as is filled in on the GIS for each teacher

Returning Homebound Students' Test Materials

1. Paper band **ALL** Homebound GIS and answer documents by grade and send to System Testing Coordinator

2. System Testing Coordinator should place paper-banded Homebound GIS and answer documents in the same box (labeled "Homebound") in which they were originally received. (see Section VII, Return Procedures, in this manual)

SECTION V: TEST ADMINISTRATION

Test Administrator's Checklist

BEFORE TESTING

- ❏ 1. Attend Test Administrator training session.

- ❏ 2. Incorporate the school test schedule into class planning.

- ❏ 3. Announce the test dates to students and parents/guardians and discourage scheduling appointments that would conflict with the testing sessions.

- ❏ 4. Explain the purpose of the test to the students.

- ❏ 5. Review the *Test Administration Manual*.

- ❏ 6. Obtain roster of all students to be assessed and ensure student demographic information is available for answer document coding.

- ❏ 7. Identify students needing Allowable Accommodations, Special Accommodations, English Language Learner Accommodations, and/or modified format tests (see Section III, Test Accommodations, in this manual).

- ❏ 8. Identify and make arrangements for students needing scheduled medical assistance to receive care which will allow them to participate uninterrupted throughout the testing session.

- ❏ 9. Familiarize students with appropriate methods for making responses on this type of test.

- ❏ 10. Execute practice activities, if available.
  - A) distribute and administer practice activities to students
  - B) return all practice materials to Building Testing Coordinator when completed

- ❏ 11. Prepare the test setting.
  - A) conceal or remove all instructional or reference materials, including maps, posters, student samples, bulletin board items, etc.
  - B) arrange the test setting to ensure students work without any assistance from others

- ❏ 12. Ensure appropriate testing materials are available for each test session.
  - A) No. 2 pencils with erasers
  - B) watch or clock with second hand
  - C) test documents—confirm appropriate grade level or content area
  - D) answer documents—confirm appropriate grade level or content area
  - E) materials required for student accommodations or modified format tests
  - F) *Test Administration Manual*
  - G) State assessment forms:
    - (1) Group Information Sheet (GIS)
    - (2) Report of Irregularity (RI)
    - (3) Report of Irregular Testing Conditions (RITC)
    - (4) Inactive Test Material (ITM)
    - (5) Breach of Testing Security Report
  - H) *Teacher Directions*
  - I) blank scratch paper (if permitted)
  - J) appropriate calculators (as permitted)
  - K) punch-out rulers

- ❏ 13. **Do not read test items or passages,** before, during, or after testing, unless indicated in test instructions or accommodations.

- ❏ 14. If reading is required due to instructions or accommodations, do not discuss test contents with anyone.

Checklists may be copied—Do not remove from manual

During Testing

❑ 1. Post a "DO NOT DISTURB" sign at the entrance of the testing site.

❑ 2. Turn off all electronic communication devices (cell phones, pagers, palm pilots, etc).

❑ 3. Provide a clean testing space for each student and remove all extraneous items, e.g., food, beverages, candy, backpacks, purses, text books, notebooks, etc.

❑ 4. Confirm each student has appropriate materials for each test session.
A) No. 2 pencils
B) blank scratch paper (if permitted)
C) other allowable materials

❑ 5. Implement a smooth method for distributing and collecting test materials.
A) ensure only authorized adults handle materials
B) count to confirm quantities of assessment materials received, distributed, collected, and returned
C) verify test documents are appropriate grade level or content area for students being assessed
D) review plan for distribution and collection of test materials with students
E) instruct students to sign any scratch paper
F) distribute test materials efficiently *(Ensure each student receives the same answer document and test booklet for each testing session.)*

❑ 6. Ensure students' names are written on the test booklets.
A) mark the test version code in the appropriate area on the student demographic part of the answer document
B) confirm the code marked on each student answer document corresponds to the code on the test booklet

❑ 7. Instruct students on appropriate methods for marking responses.
A) fill the circle completely with a solid, dark mark
B) make no stray marks
C) erase changes completely
D) discourage students from marking responses randomly
E) avoid making more than one response per item as this will negatively affect the student's score

❑ 8. Complete student demographic information (see Section V, Student Demographic Information, in this manual). If student demographic information is already coded, ensure each student is the person named on the answer document at the beginning of every test session. *(Ensure each student receives the same answer document and test booklet for each testing session.)*

❑ 9. Ensure students understand directions for taking the test (see Section V, Test Directions, in this manual).
A) encourage students to attempt all items
B) assist students with mechanical acts, such as finding the correct place to begin test/subtest
C) make sure students respond to the test without help from anyone
D) do not provide assistance that could indicate an answer
E) discourage writing in test booklets (this does not apply to the K–3 Achievement Tests, Braille, or Large Print test versions)

❑ 10. Administer the test observing all time limits and start/stop commands (See Section V, Test Time Limits, in this manual).

❑ 11. Use the roster of students to denote absentees from test/subtest.

❑ 12. Remain with the students and be observant and non-disruptive throughout the test session.

❑ 13. Manage test disruptions to ensure the validity of test results.
A) test disruptions must be avoided
B) students who **must** temporarily leave during the test session, **must not** have access to reference materials
C) enforce applicable time limits; document beginning and ending of any disruption or temporary absence, and modify test session stopping time for affected student(s) accordingly
D) document incidents on RI or RITC, as appropriate

AFTER TESTING

☐   1. Notify Building Testing Coordinator immediately of any suspected testing security concerns.

☐   2. Verify each student is the person named on the answer document.

☐   3. Collect all answer documents after every test session.
    A) count to confirm all answer documents (including K–3 Achievement test booklets) are collected
    B) ensure student demographics are filled out completely
    C) remove any tape, sticky notes, staples, paper clips, etc.
    D) notify Building Testing Coordinator of any significantly damaged or contaminated (e.g., vomit, blood) documents for review
    E) complete an ITM form, **sign**, and **paper band** with the affected document(s) (see Section VIII, Inactive Test Material, in this manual)
        [use only **paper** for bands, adding machine tape works well]

☐   4. Collect all test materials after every test session.
    A) count to confirm all materials have been collected
    B) remove any tape, sticky notes, staples, paper clips, etc.
    C) ensure all scratch paper has been signed and collected
    D) examine scratch paper for any inappropriate information and complete an RI if needed
    E) identify test booklets to be included under ITM (see Section VIII, Inactive Test Material, in this manual)
    F) complete an ITM form, **sign**, and **paper band** with the affected material
        [use only **paper** for bands, adding machine tape works well]

☐   5. Transcribe any responses from Braille or Large Print answer documents to regular answer documents in a secure setting per instructions (see Section III, Braille/Audio and Large Print, in this manual).

☐   6. Compile a list of absent students noting test/subtest missed and give to the Building Testing Coordinator at the completion of the test administration.

☐   7. Complete the GIS according to instructions, per school procedures (see Section VII, Group Information Sheet (GIS), in this manual).

☐   8. Complete and **sign** all appropriate State assessment forms according to school procedures (see Section VIII, Administration Anomalies, in this manual). **Note:** Do not write comments on answer documents.
    A) RI
    B) RITC
    C) Breach of Testing Security Report (Section I, Test Security)

❑   9.   Assemble and return all test materials to the Building Testing Coordinator, separated according to school procedures.

A)   scratch paper

B)   list of absentees

C)   completed RI with related answer documents

D)   completed GIS, per school instructions

REVISED!! Align timing marks, fold should be on the left, and cut corner should be on upper right side!!

E)   used answer documents (answer documents should be stacked with demographic grids face up and cut corners aligned at upper left side or K–3 test booklets closed with front cover up)

F)   modified format tests and transcribed answer documents

G)   RITC and Breach forms

H)   paper-banded ITM form and related materials

I)   other used and unused test materials

(1)   used test booklets, including those marked with student names and/or stray marks

(2)   used and unused writing prompts and directions

(3)   unused answer documents and test booklets

J)   ancillary materials

(1)   *Test Administration Manuals*

(2)   *Teacher Directions*

(3)   blank and inaccurately completed State assessment forms

K)   materials with manufacturing defects (notify the Building Testing Coordinator)

LAST NAME 1

FIRST NAME MI **SOCIAL SECURITY NUMBER** 2

ETHNIC ORIGIN 4
- American Indian/ Alaska Native
- Asian/Pacific Islander
- Black, not Hispanic
- Hispanic
- White, not Hispanic

BIRTH DATE 3

Month	Day	Year
Jan		
Feb		
Mar		
Apr		
May		
Jun		
Jul		
Aug		
Sep		
Oct		
Nov		
Dec		

GENDER 5
- FEMALE
- MALE

GRADE 6

OPTIONAL CODES 12

TEACHER NAME 7

SYSTEM NAME

SCHOOL NAME

MEMBERSHIP 8
- 1
- 2
- 3
- 4

TEST VERSION 9
- 1 2
- 3 4
- 5 6

MODIFIED FORMAT TEST 10
- BRAILLE
- LARGE PRINT

CODE A/B 11
- CODE A
- CODE B

TITLE 1 13
- Title I SWP (Schoolwide Programs)
- Title I TAS (Targeted Assistance Schools)
- Title I–TAS Direct Service
- 0–34% 50–74%
- 35–49% 75–100%

OTHER PROGRAMS 14
- 504 SERVICE PLAN
- GIFTED (Do not include in Special Education)
- ELL
- MIGRANT

SPECIAL EDUCATION 15
- Special Education Services (less than 4 hours per week)
- Special Education Services (4 through 22 hours per week)
- Special Education Services (23 or more hours per week)

ELL ACCOMMODATIONS 16
- Q R S T

SPECIAL ACCOMMODATIONS 17
- B C D F I

Grade 3
Form O

Tennessee Comprehensive Assessment Program
Achievement Test

CTB McGraw-Hill

Grades 3–8, Form O Student Demographic Information, Sample

Student Demographic Information

Coding Instructions for Grades 3–8

Incorrect, incomplete, or illegible information will result in inaccurate student data, will delay test processing, and may have a negative impact on final reports. Fill in <u>only one</u> circle in each column.

❑ Ensure student demographic information is properly marked.

- ○ use No. 2 pencil to make dark solid marks that fill the circle completely
- ○ make no stray marks
- ○ marking more than one circle in each column will invalidate the coding
- ○ erase changes completely

❑ Code student demographic information on the test books for grade 3 or answer documents for grades 4–8.

1 NAME: Print the student's full legal name (LAST, FIRST, and MIDDLE INITIAL) in the spaces provided. If there are not enough spaces for any name, print only as many letters as there are spaces. <u>Fill in the corresponding circle below each letter.</u> If the letter space is blank, fill in the empty circle at the top of the column under that letter space.

2 SOCIAL SECURITY NUMBER: The student's Social Security Number must be printed in the boxes and the corresponding circles filled in below each number.

3 BIRTH DATE: Fill in the appropriate circles in each column for the month, day, and year of birth. If day is a single-digit number, precede it with a zero (0).

4 ETHNIC ORIGIN: Fill in the circle that <u>best represents</u> the student's ethnic origin.

5 GENDER: Fill in the appropriate circle.

6 GRADE: Fill in the circle corresponding to the student's grade level.

7 SYSTEM, SCHOOL, AND TEACHER: Names must be printed in the appropriate spaces. For private schools, system name should be the same as school name. **NOTE:** Complete teacher name as required for reporting; MUST match Group Information Sheet exactly

8 MEMBERSHIP DATA: Fill in the circle corresponding to the student's enrollment.

- ○ 1 The student **HAS BEEN** continuously enrolled <u>in this school</u> since the 1st reporting period.

- ○ 2 The student has **NOT** been continuously enrolled in this school, but **HAS BEEN** enrolled <u>in this school district</u> since the 1st reporting period.

- ○ 3 The student has **NOT** been continuously enrolled in this school district, but **HAS BEEN** enrolled in a <u>Tennessee public school district</u> since the 1st reporting period.

- ○ 4 The student has **NOT** been continuously enrolled in a Tennessee public school district since the 1st reporting period. **Note**: Home School and Private School students should be coded in this area.

9 TEST VERSION: Fill in the corresponding circle for the version of the test booklet used by **each** student. **Note**: Incorrectly completing this circle may impact a student's score.

10 MODIFIED FORMAT TEST: Fill in the circle corresponding to the modified format used (see Section III, Braille/Audio and Large Print, in this manual). **Note:** Incorrectly or inappropriately completing these circles may affect the student's score.

- ○ Braille/Audio
- ○ Large Print

11 **C**ODE **A/B (All schools complete this information)**
Fill in the appropriate circle for **each** child in **every** school.

○ Code A: ELIGIBLE for free or reduced price lunch

○ Code B: NOT eligible for free or reduced price lunch

> Code A or B:
> Federal Law [Title I of the Elementary and Secondary Education Act as amended by Title I of the Improving America's School Act (IASA, P.L. 103-382), Section 111 (b)(3)(1)] requires the disaggregation of student performance on state-mandated tests by certain categories including economically disadvantaged as compared to those who are not economically disadvantaged. **This requirement applies to all students taking all state-mandated assessments.** Extreme confidentiality when entering this data must be maintained.
> Any questions concerning this coding should be directed to the local School Nutrition Coordinator or the State Director of School Nutrition at (615) 532-4714.

12 **O**PTIONAL **C**ODES**:** Columns 1–9 in the Optional Codes field are available for system and/or school use. Instructions will be provided locally, if applicable.

13 **T**ITLE **I (Only schools receiving Title I funds complete this information)**

○ SWP—School-wide Program: Fill in the corresponding circle for **each** student in the Title I school-wide project school.

○ TAS—Targeted Assistance School: Fill in the corresponding circle for **each** student in the Title I targeted assistance school.

○ TAS Direct Service: Fill in the corresponding circle for **each student receiving direct Title I assistance**. (This section is not to be filled out if the student is enrolled in a school-wide project school.)

○ Poverty Level: Fill in the corresponding circle for **each** student in a Title I targeted assistance or school-wide project school. The poverty level is the percentage reported in the school's annual Title I plan.

14 **O**THER **P**ROGRAMS

○ 504 Student Services Plan: Fill in the corresponding circle if the student has a 504 Student Services Plan.

○ Gifted: Fill in the corresponding circle if the student qualifies as gifted. Do not include in special education unless the student is receiving some other special education services (e.g., speech).

○ ELL (English Language Learner): Fill in the corresponding circle if the student qualifies as an ELL (see Section III, 2003–2004 English Language Learner (ELL) Accommodations).

○ Migrant: Fill in the corresponding circle if the student qualifies with a Migrant Education Certification of Eligibility (COE). For a list of children with COEs, contact the local Title I Director.

15 **S**PECIAL **E**DUCATION
Fill in the circle corresponding with the appropriate number of hours for **each** student receiving special education services.

○ Less than 4 hours per week

○ 4–22 hours per week

○ 23 or more hours per week

Coding Instructions may be copied—Do not remove from manual

16 ᴇʟʟ Aᴄᴄᴏᴍᴍᴏᴅᴀᴛɪᴏɴs (according to State criteria)
Fill in the circle corresponding to the accommodation used (see Section III, 2003–2004 English
Language Learner (ELL) Accommodations in this manual). Test administrators must confirm that
the student has met the required conditions for use of this accommodation <u>and</u> verify that the
circle for ELL is darkened on the answer document.

    ○ Q   extended time

    ○ R   bilingual dictionary

    ○ S   read aloud internal **test instructions verbatim**

    ○ T   read aloud internal **test items verbatim**

17 Sᴘᴇᴄɪᴀʟ Aᴄᴄᴏᴍᴍᴏᴅᴀᴛɪᴏɴs (according to State criteria)
Fill in the circle corresponding to the accommodation used (see Section III, 2003–2004 Special
Accommodations, in this manual). Test administrators must confirm that the student has met
the required conditions for use of this accommodation <u>and</u> verify that the circle for 504 SERVICE
PLAN or the number of hours that the student receives special education services is darkened on
the answer document.

    ○ B   extended time—visual impairments

    ○ C   read aloud/sign internal test **instructions verbatim**

    ○ D   read aloud/sign internal test **items verbatim**

    ○ F   talking (with earphones) or Braille calculator

    ○ I   student reads items into auditory recorder

❑ Verify student demographic information is correctly coded on the answer document.

Grades K–2, Form C Student Demographic Information, Sample

Coding Instructions for Grades K–2

All students taking the tests in Grades K–2 must use a Form C test book.

Below are special instructions for filling in the student's Social Security Number and Special Codes fields (Columns A through T) on the Form C student demographic information page. Fill in <u>only one</u> circle in each column. See *Coding Instructions for Grades 3–8* **for additional information on coding student demographics.**

COLUMNS A–I	**SOCIAL SECURITY NUMBER:** Fill in the circles corresponding to the student's Social Security Number.

COLUMN J   **MEMBERSHIP DATA:** Fill in the circle corresponding to the student's enrollment.
    1 The student **HAS BEEN** continuously enrolled <u>in this school</u> since the 1st reporting period.
    2 The student has **NOT** been continuously enrolled in this school, but **HAS BEEN** <u>enrolled in this school district</u> since the 1st reporting period.
    3 The student has **NOT** been continuously enrolled in this school district, but **HAS BEEN** enrolled in a <u>Tennessee public school district</u> since the 1st reporting period.
    4 The student has **NOT** been continuously enrolled in a Tennessee public school district since the 1st reporting period. **Note**: Home School and Private School students should be coded in this area.

COLUMN K   **MODIFIED FORMAT TEST**
    0 Large Print

COLUMN L   **TITLE I (Only schools receiving Title I funds complete this information)**
    0 SWP—School-wide Program: Fill in the corresponding circle for **each** student in the Title I school-wide project school.
    1 TAS—Targeted Assistance School: Fill in the corresponding circle for **each** student in the Title I targeted assistance school.
    2 TAS Direct Service: Fill in the corresponding circle for **each student receiving direct Title I assistance**. (This section is not to be filled out if the student is enrolled in a school-wide project school.)

COLUMN M   **SPECIAL EDUCATION** Fill in the circle corresponding with the appropriate number of hours for **each** student receiving special education services.
    0 Less than 4 hours per week
    1 4–22 hours per week
    2 23 or more hours per week
    3 504 Service Plan

COLUMN **N**   SPECIAL ACCOMMODATIONS (according to State criteria)
Fill in the circle corresponding to the accommodation(s) used (see Section III, 2003–2004 Special Accommodations, in this manual).
0   extended time — visual impairments **ONLY**
1   read aloud/sign internal test instructions and/or items **verbatim ONLY**
2   talking (with earphones) or Braille calculator **ONLY**
3   student reads items into auditory recorder **ONLY**
4   extended time — visual impairments **AND** read aloud/sign internal test instructions and/or items **verbatim**
5   extended time — visual impairments **AND** talking (with earphones) or Braille calculator
6   read aloud/sign internal test instructions and/or items **verbatim AND** talking (with earphones) or Braille calculator
7   extended time — visual impairments **AND** read aloud/sign internal test instructions and/or items **verbatim AND** talking (with earphones) or Braille calculator
8   read aloud/sign internal test instructions and/or items **verbatim AND** student reads items into auditory recorder
9   all available Special Accommodations

COLUMN **O**   ELL ACCOMMODATIONS (according to State criteria)
Fill in the circle corresponding to the accommodation used (see Section III, 2003–2004 English Language Learner Accommodations, in this manual).
0   extended time **ONLY**
1   bilingual dictionary **ONLY**
2   read aloud internal test instructions and/or items **verbatim ONLY**
3   extended time **AND** bilingual dictionary
4   extended time **AND** read aloud internal test instructions and/or items **verbatim**
5   bilingual dictionary **AND** read aloud internal test instructions and/or items **verbatim**
6   all available ELL Accommodations

COLUMN **P**   MIGRANT AND **ELL:** Fill in the corresponding circle if the student qualifies with a Migrant Education Certification of Eligibility (COE). For a list of children with COEs, contact the local Title I Director.
0   Migrant
1   ELL
2   Migrant and ELL

COLUMN **Q**   POVERTY LEVEL: Fill in the corresponding circle for **each** student in a Title I targeted assistance or school-wide project school. The poverty level is the percentage reported in the school's annual Title I plan.
0   0–34% Poverty Level
1   35–49% Poverty Level
2   50–74% Poverty Level
3   75–100% Poverty Level

COLUMN **R**   GIFTED: Fill in the corresponding circle if the student qualifies as gifted. Do not include in special education, unless the student is receiving some other special education services (e.g., speech).

Coding Instructions may be copied—Do not remove from manual

COLUMN S   ETHNIC ORIGIN: Fill in the circle that best represents the student's ethnic origin.
           0   American Indian/Alaska Native
           1   Asian/Pacific Islander
           2   Black, not Hispanic
           3   Hispanic
           4   White, not Hispanic

COLUMN T   **CODE A/B (All schools complete this information)** Fill in the appropriate circle for
           each child in **every** school
           0   Code A: ELIGIBLE for free or reduced price lunch
           1   Code B: NOT eligible for free or reduced price lunch

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Code A or B:
Federal Law [Title I of the Elementary and Secondary Education Act as amended by Title I of the Improving America's Schools Act (IASA, P.L. 103-382), Section 111 (b)(3)(1)] requires the disaggregation of student performance on state-mandated tests by certain categories including economically disadvantaged as compared to those who are not economically disadvantaged. **This requirement applies to all students taking all state-mandated assessments.** Extreme confidentiality when entering this data must be maintained. Any questions concerning this coding should be directed to the local School Nutrition Coordinator or the State Director of School Nutrition at (615) 532-4714.

Do not fill in circles in Sections AA or BB.

Test Directions

Refer to *Teacher Directions* for specific instructions for administering the Achievement Test.

Calculator Use

Calculators **may** be used on TCAP Achievement 2004, Form O Mathematics Sub-Tests and Parts as outlined below.
Calculators **may not** be used on any part of the K–2 test.

Subtests and Parts	Calculator Use
Grade 3	
Mathematics Test A, Part 1	Not permitted
Mathematics Test A, Part 2	permitted
Mathematics Test B, Part 1	permitted
Mathematics Test B, Part 2	permitted
Mathematics Test C	permitted
Grades 4, 6, and 7	
Mathematics Test A, Part 1	Not permitted
Mathematics Test A, Part 2	permitted
Mathematics Test B	permitted
Grades 5 and 8	
Mathematics Test A	permitted
Mathematics Test B, Part 1	Not permitted
Mathematics Test B, Part 2	permitted
Mathematics Test C	permitted

Test Time Limits

Grades 3–8, Form O

For each content area, add 5 to 10 minutes for administering the sample test questions and reading introductions and directions. Tests should be administered according to the specific directions except as required for students using accommodations (see Section III, Test Accommodations). It is permissible to change the order of the tests. The time limits are generous and allow most students time to finish. Breaks are recommended between subtests and parts in a subtest.

TCAP Achievement, Grade 3, Form O			
Content Area	Subtests and Parts	# of Items	Testing Time in Minutes
Reading and Language Arts	Test A, Part 1	36	48
	Test A, Part 2	34	42
	Test B, Part 1	22	30
	Test B, Part 2	21	30
	Test C	14	20
Mathematics	Test A, Part 1	13	15
	Test A, Part 2	37	45
	Test B, Part 1	22	30
	Test B, Part 2	21	30
	Test C	14	20
Science	Test A	35	35
	Test B, Part 1	29	40
	Test B, Part 2	30	40
Social Studies	Test A	35	35
	Test B, Part 1	29	40
	Test B, Part 2	30	40
Word Analysis		20	15

TCAP Achievement, Grades 4, 6, and 7, Form O			
Content Area	Subtests and Parts	# of Items	Testing Time in Minutes
Reading and Language Arts	Test A, Part 1	38–40	50
	Test A, Part 2	40–42	50
	Test B	48	60
Mathematics	Test A, Part 1	12–18	15
	Test A, Part 2	39–45	55
	Test B	48	60
Science	Test A	40	40
	Test B, Part 1	32	40
	Test B, Part 2	32	40
Social Studies	Test A	40	40
	Test B, Part 1	32	40
	Test B, Part 2	32	40

TCAP Achievement, Grades 5 and 8, Form O			
Content Area	Subtests and Parts	# of Items	Testing Time in Minutes
Reading and Language Arts	Test A, Part 1	39–40	50
	Test A, Part 2	40–41	50
	Test B	48–49	60
	Test C	14	20
Mathematics	Test A	14	20
	Test B, Part 1	9–13	15
	Test B, Part 2	44–47	55
	Test C	48–49	60
Science	Test A	40	40
	Test B, Part 1	32	40
	Test B, Part 2	32	40
Social Studies	Test A	40	40
	Test B, Part 1	32	40
	Test B, Part 2	32	40

Grades K–2, Form C

For each content area, add 5 to 10 minutes for administering the sample test questions and reading introductions and directions. Tests should be administered according to the specific directions except as required for students using accommodations. It is permissible to change the order of the tests. The time limits are generous and allow most students time to finish. Breaks are recommended between subtests and parts in a subtest.

TCAP Achievement, Kindergarten, Form C		
Content Area	Subtests and Parts	Testing Time in Minutes
Reading and Language Arts	Part 1	25
	Part 2	30
Mathematics	Part 1	20
	Part 2	20

TCAP Achievement, Grade 1, Form C		
Content Area	Subtests and Parts	Testing Time in Minutes
Reading and Language Arts	Part 1	27
	Part 2	33
Mathematics	Part 1	30
	Part 2	30
Science		20
Social Studies		20
Word Analysis		15
Vocabulary		15
Mathematics Computation		20

TCAP Achievement, Grade 2, Form C		
Content Area	Subtests and Parts	Testing Time in Minutes
Reading and Language Arts	Part 1	41
	Part 2	34
Mathematics	Part 1	30
	Part 2	30
Science		25
Social Studies		25
Word Analysis		15
Language Mechanics		15
Spelling		15
Mathematics Computation		20

SECTION VI: COORDINATORS' CHECKLISTS

Building Testing Coordinator's Checklist

BEFORE TESTING

☐ 1. Assist System Testing Coordinator with compiling test material orders.

☐ 2. Attend training session for Building Testing Coordinators.

☐ 3. Coordinate with Principal to ensure that the school calendar provides an appropriate test setting free of disruptions, e.g., no field trips, assemblies, building/grounds maintenance, visitors, etc.

☐ 4. Disseminate testing schedule, test security plan, and other testing information to school personnel and parents/guardians.

☐ 5. Conduct or reinforce training for Test Administrators and Proctors and provide documentation to System Testing Coordinator.

☐ 6. Establish a restricted, secure, centrally-located storage area for test materials.

☐ 7. Count to confirm test materials received and document on the Shipping Order Form **(retain boxes and return address labels for return shipment)**.

☐ 8. Establish a secure and efficient plan for distributing, collecting, and storing test materials.
   A) create a check-in and check-out list
   B) require Test Administrator signature before and after each test session
   C) count test materials before and after each test session

☐ 9. Distribute *Test Administration Manuals* to Test Administrators.

☐ 10. Monitor to ensure Test Administrators have obtained rosters of students to be assessed.

☐ 11. Distribute practice materials, if available. Preparation effectiveness is diminished if used other than directly before the test. After the practice tests have been administered:
   A) collect used and unused practice materials
   B) destroy used materials
   C) unused practice materials may be kept in the school in a central location
   D) materials should only be used annually immediately before the appropriate assessment

☐ 12. Monitor to verify the building and each test setting are appropriately prepared.
   A) common areas are free of instructional and reference materials
   B) instructional materials are concealed or removed from test settings
   C) seating is arranged to ensure students work without assistance from others

☐ 13. Ensure all test settings have appropriate test materials.

☐ 14. Distribute restricted test materials immediately prior to each test session, adhering to security guidelines.
   A) test materials—confirm for appropriate grade level or content area
   B) correct *Teacher Directions*
   C) modified format tests, as needed
   D) State assessment forms, per school procedures:
      (1) Group Information Sheet (GIS)
      (2) Report of Irregularity (RI)
      (3) Report of Irregular Testing Conditions (RITC)
      (4) Inactive Test Material (ITM)
      (5) Breach of Testing Security Report

☐ 15. Obtain Test Administrator's signature on materials check-out list.

DURING TESTING

☐ 1. Monitor to enforce the local test security plan and test schedule.
   A) ensure electronic communication devices are turned off
   B) conduct spot checks of test settings
   C) assist Test Administrators and Proctors with emergencies during testing

    D) ensure Test Administrators and Proctors do not read test items or passages aloud, unless indicated in test instructions or accommodations

    E) notify System Testing Coordinator of any suspected testing security concerns

❑ 2. Work with school administration to minimize test disruptions, e.g., announcements, bells, lunch schedule.

❑ 3. Ensure secure storage of test materials before, between, and after each test session.

AFTER TESTING

❑ 1. Collect and count all test materials after each test session.

❑ 2. Obtain Test Administrator's signature after each test session on check-in list as confirmation of count.

❑ 3. Verify scratch paper does not contain any inappropriate information and dispose in a secure manner. If inappropriate information is found, complete an RI or Breach as needed.

❑ 4. Take the rosters of absent students to the appropriate personnel to schedule make-up tests.

❑ 5. Ensure Absentee Forms are appropriately completed in a secure setting for all absent students who were unable to make up <u>any part</u> of the test (see Section VIII, Absentee Form, in this manual).

❑ 6. Insert used make-up materials into stacks per instructions (see Section VIII, Make-up Tests, in this manual).

❑ 7. Ensure proper completion and placement of each GIS (see Section VII, Group Information Sheet, in this manual).

❑ 8. Verify students included under the GIS have been placed with the appropriate teacher.

❑ 9. Complete label on RI/RITC envelope. **Note:** If the school does not use RI, RITC or Breach forms, complete RI/RITC envelope indicating that these forms are not being submitted and pack per instructions.

❑ 10. Sort, check and count test materials at conclusion of all testing, including make-up tests.
    A) verify that answer documents have been removed from test booklets (does not apply to K–3 Achievement Tests)
    B) do not write comments on answer documents
    C) answer documents should be stacked (with demographic grids face up and cut corners) aligned at upper left side

> REVISED!! Align timing marks, fold should be on the left, and cut corner should be on upper right side!!

❑ 11. Review answer documents and record totals on Shipping Order Form.
    A) used answer documents with completed RI forms
        (1) verify all student demographic information, including Code A or B data (see Section V, Student Demographic Information in this manual)
        (2) verify appropriate use, accurate completion and **sign** RI
        (3) discard paper clip, remove top and middle copies of RI
        (4) place bottom copy of RI on top of related answer document(s)
        (5) place each RI with its related answer document(s) under the appropriate GIS
        (6) make a copy of RI and retain for school use
        (7) place top and middle copies in RI/RITC envelope for return to System Testing Coordinator
    B) used answer/absentee documents
        (1) verify all student demographic information, including code A or B data (see Section V, Student Demographic Information in this manual)
        (2) place answer/absentee documents under the appropriate GIS
    C) used modified format tests (see Section III, Test Accommodations, in this manual)
        (1) ensure proper transcription of Braille and Large Print responses, if applicable
        (2) place Braille and Large Print transcribed answer document under the appropriate GIS
        (3) ensure proper handling of all audio tapes (Braille or Special Accommodations I)

    Checklists may be copied—Do not remove from manual

❑ 12. Assemble with GIS on top by grade according to report groups.
   A) GIS
   B) bottom copy of RI(s) with related answer document(s)
   C) all regular and transcribed answer documents for teacher on GIS
   D) ensure answer/absentee documents are stacked with demographic grids face up and cut corners aligned at upper left side under the appropriate GIS
   E) paper band GIS and related answer documents
   F) when packing used Achievement K–3 booklets, place booklets in sets of ten, turning every other set of ten in the opposite direction to ensure they will pack flat

REVISED!! Align timing marks, fold should be on the left, and cut corner should be on upper right side!!

❑ 13. Review remaining State assessment forms and record on Shipping Order Form.
   A) completed RITC forms
      (1) verify appropriate use, accurate completion, and **sign**
      (2) make a copy and retain for school use
      (3) place RITC in RI/RITC envelope for return to System Testing Coordinator
      (4) do not place answer document(s) with this form
   B) completed Breach forms
      (1) verify appropriate use, accurate completion, and **sign**
      (2) make a copy and retain for school use
      (3) place in RI/RITC envelope for return to System Testing Coordinator
   C) paper-banded ITM
      (1) ensure materials are those documented on the form
      (2) verify use of form corresponds to allowed reasons only
      (3) **sign** completed forms
      (4) ensure each duplicate answer/absentee document under an ITM has a corresponding document under the appropriate GIS
      (5) ensure only **paper** has been used for bands (adding machine tape works well)

❑ 14. Review other used and unused materials and record on Shipping Order form.
   A) used test booklets
      (1) paper band by grade according to report groups
      (2) inaccurately completed GISs
   B) unused test materials
      (1) test booklets, including those marked with student names and/or random markings
      (2) writing prompts and directions
      (3) unused answer documents
   C) ancillary materials
      (1) *Test Administration Manuals*
      (2) *Teacher Directions*
      (3) blank State assessment forms
   D) materials with manufacturing defects, e.g., missing pages, illegible printing, miscollated pages, faulty binding
      (1) test booklets
      (2) writing prompts and directions
      (3) *Test Administration Manuals*
      (4) answer documents
      (5) paper band and label as manufacturing defects
      (6) notify Evaluation and Assessment

❑ 15. Complete the School/Group List (SGL) (see Section VII, Post-test Procedures).

❑ 16. Compile all used and unused test materials in the specified order, **pack them in the original shipping boxes,** and return to the System Testing Coordinator (see Section VII, Return Procedures in this manual).

❑ 17. Make a list of contents by box to retain for school records.

TEST DISTRIBUTION CENTER (791)

SHIPPING ORDER NO: 0000

TEST: *TCAP ACHIEVEMENT*

SHIPPED TO:
PUBLIC or STATE SYSTEMS
ADDRESS
CITY, STATE, ZIP

SYSTEM: 000 PUBLIC or STATE SYSTEMS
SCHOOL: 000 SCHOOL

TOTAL CARTONS SHIPPED: _____ BY: _____

TOTAL CARTONS RETURNED: _____

RETURNS CHECKED BY: _____ DATE: _____

DATE: _____

DESCRIPTION	G R D	LEVEL FORM	ORD. QTY.	Q.C. CK.	AMT SHIPPED	BY	FOR SCHOOL / DISTRICT ONLY — RECEIVING AMT	BY	VERIFICATION RETURNS USED	UNUSED	ITM**	BY	FOR WAREHOUSE USE ONLY — RETURNS USED	UNUSED	ITM	TOTAL	+/-	COMMENTS
Student Book-CB	K	10-C																	
Test Directions for Teachers CB	K	10-C																	
Student Book-CB	1	11-C																	
Test Directions for Teachers	1																		
Student Book-CB	1	11-C																	
Ruler (sheets of 4)	2	12-C																	
Test Directions for Teachers	2																		
Achievement Test	2	12																	
Ruler (sheets of 4)	2	12-C																	
Test Directions for Teachers	3	0																	
Achievement Test	3	13																	
Ruler (sheets of 6)	3	0																	
Test Directions for Teachers	4	0																	
Answer Sheets	4	14																	
Achievement Test	4	0	See page 2 for total amount of Test Directions for Grades 4 thru 8																
Ruler (sheets of 6)	4	0																	
Test Directions for Teachers	5	0																	
Answer Sheets	5	15																	
Achievement Test	5	0	See page 2 for total amount of Test Directions for Grades 4 thru 8																
Ruler (sheets of 6)	5	0																	
Test Directions for Teachers	6	0																	
Answer Sheets	6	16																	
Achievement Test	6	0	See page 2 for total amount of Test Directions for Grades 4 thru 8																
Ruler (sheets of 6)	6	0																	
Test Directions for Teachers	7	0																	
Answer Sheets	7	17																	
Test Directions for Teachers	7	0	See page 2 for total amount of Test Directions for Grades 4 thru 8																

** ITM = Inactive Test Materials

If quantities of test materials received are insufficient, please contact your Testing

| CENTRAL OFFICE |
| DISTRIBUTION LOG |

School # / Name: _____ *Test:* <u>**ACHIEVEMENT**</u>

Instructions: This distribution log is to be duplicated as needed. <u>Using one page per school,</u> record all test materials (test books, answer sheets, manuals) that are sent to each grade in that school from the central office extra box. It is extremely important that the record for each school is kept completely and accurately and that each school record is returned in Box #1 of the Central Office Extra Material box/boxes.

GRADE	# BOOKLETS	# MANUALS	# ANSWER DOCS	BY
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

System Testing Coordinator's Checklist

<u>*BEFORE TESTING*</u>

❑ 1. Maintain current communication between the State and local system.
   A) Submit contact information for System Testing Coordinator(s) to the Evaluation and Assessment Division
      (1) office e-mail address
      (2) office phone number
      (3) emergency phone number
      (4) fax number
      (5) mailing address
      (6) shipping address, if different from mailing address
   B) check e-mail frequently for assessment information
   C) distribute appropriate assessment information systemwide
   D) contact the State with local school assessment concerns, as needed

❑ 2. Implement local test security plan and disseminate information systemwide.

❑ 3. Coordinate test material orders from Building Testing Coordinators and verify for accuracy.
   A) ensure test material orders include all applicable schools, grades, courses, and students
      (1) students enrolled in tested courses and grades
      (2) special education students
      (3) ELL students
      (4) transfer students
      (5) students needing modified format tests, i.e., Braille and Large Print
   B) ensure accuracy of orders to prevent material shortages and late orders
   C) complete orders according to State schedule, copy, and retain for system records

❑ 4. Attend State assessment meetings for System Testing Coordinators.

❑ 5. Develop testing schedules with school administrators to minimize test security risks, e.g., testing to occur at the same time systemwide; administer a content test/subtest (8th grade Writing or 5th grade Math, Part 1) at the same time across a grade level in a school; administer a subject test (Gateway Science) at the same time within a school.

❑ 6. Notify media and appropriate local officials, e.g., Fire Chief, Community Event Planners, of testing schedule to prevent test disruptions.

❑ 7. Conduct assessment training session for Building Testing Coordinators and other system personnel.

❑ 8. Establish a restricted, secure storage area for test materials at system level and ensure secure areas are designated at each school.

❑ 9. Receive shipment of test materials.
   A) retain shipment boxes at the system/building for return shipment
   B) retain pallet(s), if applicable
   C) locate the packet containing return shipment instructions
      (1) **R&L Carriers Bill of Lading** and instructions were attached to a box on the first pallet of materials, located in a packet labeled "Return Instructions"
      (2) **UPS Return Service (RS) labels** and instructions were attached to the outside of the box labeled "Box #1 Central Office," located in a packet labeled "Return Instructions"
   D) retain return address labels for return of Central Office Box
   E) establish a system process for packing materials for return with Building Testing Coordinators

❑ 10. Verify quantities of all test materials received and distributed.

❑ 11. Provide extra materials from the Central Office Box to schools with shortages and document on the Central Office Distribution Log.

❑ 12. Notify the State immediately if additional test materials are needed.

Checklists may be copied—Do not remove from manual

❑ 13. Verify each school's Shipping Order Form to document test material inventories and additions, as needed.

❑ 14. Distribute practice materials, if available, to Building Testing Coordinators.

❑ 15. Distribute restricted test materials to Building Testing Coordinators, adhering to security guidelines.
    A) test materials—confirm for appropriate grade level or content area
    B) correct *Teacher Directions*
    C) modified format tests, as needed
    D) State assessment forms, per school procedures:
        (1) School/Group List (SGL)
        (2) Group Information Sheet (GIS)
        (3) Report of Irregularity (RI)
        (4) Report of Irregular Testing Conditions (RITC)
        (5) Inactive Test Material (ITM)
        (6) Breach of Testing Security Report

❑ 16. Implement procedures to ensure all students are assessed and accounted for as required.

❑ 17. Contact the Evaluation and Assessment Division with any questions.

DURING TESTING

❑ 1. Monitor to ensure schools are following testing schedule and local test security plan.

❑ 2. Assist Building Testing Coordinators with problems or emergencies during testing.

AFTER TESTING

❑ 1. Lead all investigations of local test security concerns.

❑ 2. Monitor to ensure Building Testing Coordinators have sorted, checked, and counted used and unused test materials as directed in Building Testing Coordinator's checklist.
    A) verify used and unused test materials are collected from each applicable school
    B) verify all counts on Shipping Order Form for each school, including additional materials from Central Office Box
    C) verify the correctly completed SGL is included for each school
    D) verify the GIS is completed accurately and included with each group of answer documents for the teacher listed on the GIS

❑ 3. Complete the Central Office Distribution Log; make a copy and retain for system use.

❑ 4. Complete a Breach of Testing Security Report for any discrepancies in inventory of test booklets.

❑ 5. Review State assessment forms for appropriate use and accurate completion. Return per instructions. **Note**: Do not write comments on answer documents.
    A) Inactive Test Material
        (1) **sign** form
        (2) make copy for system use
    B) Report of Irregularity
        (1) mark recommendation and **sign**
        (2) retain copy for system use
        (3) return top copy to RI/RITC envelope
    C) Report of Irregular Testing Conditions
        (1) **sign** form
        (2) retain bottom copy for system use
        (3) return top copy to RI/RITC envelope
        (4) do not place answer documents with this form

  D) Breach of Testing Security Report
    (1) attach documentation including action taken
    (2) retain copy for system use
    (3) return top copy to RI/RITC envelope

❑ 6. Ensure all used and unused test materials, including Central Office Box and Central Office Distribution Log, are **packed in the original shipping boxes** in the specified order (see Section VII, Return Procedures, Preparing for Shipment, in this manual).

❑ 7. Keep a copy for your records of the completed packing list and the number of boxes per school being returned.

❑ 8. Return test materials to the State (see Section VII, Return Procedures, in this manual).

SECTION VII: POST-TEST PROCEDURES

Group Information Sheet (GIS)

Coding Instructions

The Group Information Sheet (GIS) provides data that will appear on reports. It is essential that a complete and accurate GIS be placed on top of each stack of answer documents whose scores are to be reported together. Group names may be substituted on this form for teacher name if group reports are desired. Grouped reports cannot be separated at a later date. **Incorrect, incomplete, or illegible information will result in inaccurate group reports, will delay test processing, and may have a negative impact on final reports. GISs precoded with school specific data must not be interchanged between schools or systems.**

❑ Ensure GIS information is properly marked.

    ○ use No. 2 pencil to make dark solid marks that fill the circle completely

    ○ make no stray marks

    ○ marking more than one circle in each column will invalidate the coding

    ○ erase changes completely

    ○ do not fill in circles beneath blank boxes

❑ Keep the following points in mind when preparing the GIS.

    ○ note that some information may have been either pre-printed or blocked out

    ○ all answer/absentee documents must be placed under a GIS

    ○ answer/absentee documents to be destroyed should not be placed under a GIS

    ○ grade levels should not be combined under a GIS

    ○ if completing a blank GIS, use a pre-coded GIS to ensure information is identical for processing

❑ Complete GIS information.

    1 TEACHER NAME: Print teacher/administrator last name, first name, and middle initial in the boxes; MUST MATCH ANSWERS DOCUMENTS EXACTLY. (Group names may be substituted for teacher name if group reports are desired. Grouped reports cannot be separated at a later date.) Fill in the corresponding circle below each letter.

    2 SCHOOL NAME: The school name may have been pre-printed. If using a blank GIS, print the School name exactly as it appears on a pre-printed GIS. If pre-printed forms are not available, the <u>System Testing Coordinator</u> must contact Evaluation and Assessment for correct coding information.

    3 NUMBER STUDENTS TESTING: Print in the boxes the number of students whose answer/absentee documents are grouped with the GIS and fill in the corresponding circle below each number. Single- or double-digit numbers must be preceded by zero(s).

    4 GRADE: Fill the appropriate circle for the grade of the students being tested.

    5 SPECIAL CODES: Numbers in columns A through V should not be marked unless arranged by the System Testing Coordinator. If special codes are to be marked, only one circle per column should be filled in. Marking more than one circle in each column will invalidate the coding.

    6 ORGANIZATION NAME: This information may have been pre-printed.

Group Information Sheet

TCAP ACHIEVEMENT 04

Organization Name: **TENNESSEE** ~~PRECODED~~ **Achievement** (CTB)

Element/District Name: ~~PRECODED~~ **RICT ONE**

SO #:

State: **TN**

Mc Graw Hill CTB McGraw-Hill

81119

Group Information Sheet, Sample

School/Group List (SGL)

Completion Instructions

The School/Group List (SGL) provides a comprehensive list of all GIS forms for each school. Use the SGL to cross reference information from the GIS forms and to verify the number of answer/absentee documents to be scanned/scored. **Incorrect, incomplete, or illegible information may result in inaccurate reports and will delay test processing.**

❑ Keep the following points in mind when preparing the SGL.

 ○ note that some information may have been pre-printed

 ○ if a teacher/administrator/group has more than one GIS with answer/absentee documents to be scanned/scored, the information for each set should be listed separately

 ○ list all GIS forms together in grade order

 ○ SGL forms may be photocopied, if needed

❑ Complete the SGL information.

 1 DISTRICT/ELEMENT NAME: May be pre-printed. If not, print the system name in the space provided.

 2 SCHOOL: May be pre-printed. If not, print the school name in the space provided.

 3 AREA OR REGION: May be pre-printed. If not, print the system number on the line provided.

 4 SCHOOL NUMBER: May be pre-printed. If not, print the school number on the line provided.

 5 CONTACT PERSON: Print the Building Testing Coordinator's name and telephone number, including area code.

 6 TEACHER: List each teacher/group by the name shown on the GIS. **The name should be spelled and written exactly as it is on the GIS. Note**: If a teacher has multiple GIS forms, list each separately on the SGL. Distinguish sections by labeling with "A," "B," etc., or "one," "two," etc. **Make sure it is exactly the same on the GIS.**

 7 GRADE: Indicate the grade at which the students were assessed for each group. **If the teacher has two grades in the same group (combination classrooms), fill out a line for each grade.**

 8 NUMBER OF STUDENTS TESTED: For each group, write the number of student answer/absentee documents. This number should match the corresponding GIS.

SCHOOL/GROUP LIST

CTB McGraw-Hill

CTB/McGraw-Hill
20 Ryan Ranch Road
Monterey, CA 93940-5703

TCAP ACHIEVEMENT 04

District/Element Name: N A S H V I L L E **1**

School: A N Y S C H O O L **2**

AREA OR REGION: _00173_ **3**

SCHOOL NUMBER: _0215_ **4**

CONTACT PERSON: _DAVID SMITH_ **5**

PHONE NUMBER: _(615)_ _555-7679_

GENERAL INSTRUCTIONS: Do not list more than one school on this form.

The School/Group List is CTB's way of double-checking that we have received all your groups of answer documents. Every Group Information Sheet (GIS) completed for your school should have an entry on the lines below.

NOTE: Ungraded groups cannot receive National Percentile, National Stanine, Normal Curve Equivalent, or Anticipated Achievement scores.

| CTB Use | Teacher **6**
 Please spell teacher's name exactly as bubbled on Group Information Sheet. | Grade **7** | Number Tested **8** | CTB Use | | | TCAP ACHIEVEMENT **9** |
				Did Not Receive	Gross under case count	Gross over case count	Comments
	MOORE D A	6	121				
	MOORE D B	6	131				
	ASHURST B	6	124				
	RUTH L	6	115				
	BROWN B	7	111				
	OWENS S	7	120				

CTB use:

Organization Number: _____ Operational Unit of Work Number: _____ Struc/Elem: _____

Organization Name: _____ Element Name: _____ SO Number: _____

School/Group List, Sample

Return Procedures

Preparing for Shipment

Notice: All test materials must be returned to the Tennessee Test Distribution Center no later than **one week** following the test. The System Testing Coordinator is responsible for arranging test materials pickup **by the same company** that delivered them. If materials have not been picked up by 5 days after the testing date, notify the Evaluation and Assessment Division at (615) 741-0720.

❑ 1. Locate the return address labels, which were packed in Box #1 of each school's test materials.

❑ 2. **Do not remove identifying labels from any boxes.**

❑ 3. Assemble the materials to be returned in the following order:
- A) Box 1 should contain (from top to bottom)
  - (1) Shipping Order Form
  - (2) RI/RITC envelope (If the school does not use RI, RITC, or Breach forms, complete RI/RITC envelope indicating that these forms are not being submitted.)
  - (3) completed School/Group List(s)
  - (4) answer documents paper banded under appropriate Group Information Sheet (GIS) (including K–3 test booklets), as space permits
- B) Remaining boxes should contain
  - (1) remaining answer documents paper banded under appropriate GIS
  - (2) paper-banded Inactive Test Materials
  - (3) used test booklets, paper banded by grade
  - (4) unused test materials
  - (5) ancillary materials
- C) Braille and Large Print (including Braille audio) test materials should be placed in the box in which they were originally received (the **transcribed** answer document is placed under the appropriate GIS) (see Section III, Braille/Audio and Large Print, in this manual)
- D) Home School test materials should be placed in the box in which they were originally received (see Section IV, Home School Test Materials, in this manual)
- E) Homebound test materials should be placed in the box in which they were originally received (see Section IV, Testing Homebound Students, in this manual)

❑ 4. Make sure the school label in the lower right corner and the test label in the lower left corner on the box match the materials to be enclosed.

❑ 5. Pack all used, unused, and ancillary materials **by school**, in the same boxes in which they were originally received.
- A) if the original shipment boxes cannot be reused, or if additional boxes are used
  - (1) print "TCAP Achievement" in lower left corner on the top of the new box
  - (2) print system/school names and numbers with box count (e.g., 3 of 10) in lower right corner on the top of the new box
- B) if the original total box count number has increased or decreased
  - (1) correct the total box count on the label in the lower right corner of the box
  - (2) notify Evaluation and Assessment Division if additional UPS Return Service (RS) labels are needed

❑   6. Affix the white return address label directly on top of the yellow address label.

return address label   top of box
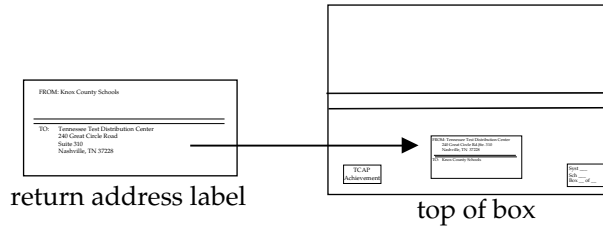
❑   7. Seal boxes per system instructions

❑   8. Store materials in a dry, secure location until pickup.

❑   9. Shipping instructions and materials for return to the Tennessee Test Distribution Center were
included with shipment of test materials
   A) **R&L Carriers Bill of Lading** and instructions were attached to a box on the first pallet of
   materials, located in a packet labeled "Return Instructions"
   B) **UPS Return Service (RS) labels** and instructions were attached to the outside of the box
   labeled "Box #1 Central Office," located in a packet labeled "Return Instructions"

❑   10. Carefully follow the return shipping instructions.

R&L Carriers Return Instructions

After test materials are packed:

❏ 1. Locate the **R&L Carriers Bill of Lading** and return shipping instructions, which were attached to a box on the first pallet of materials, located in a packet labeled "Return Instructions." If you are unable to locate the Bill of Lading, contact the Evaluation and Assessment Division at (615) 741-0720.

❏ 2. Ensure Bill of Lading is for the assessment materials being returned.

❏ 3. If late order materials arrived UPS, return those materials with this shipment.

❏ 4. Materials **must** be shrink-wrapped and stacked on **pallets** for pickup.

❏ 5. Call R&L Carriers to arrange pickup of test materials.
   A) **at the time of this call**, inform dispatcher of system hours of operation, holidays, and special requirements, such as pickup limitations, no loading dock, or limited space for trucks
   B) arrange date, time, and location for pickup

❏ 6. Shipping is prepaid; no local charges should be incurred.

❏ 7. If a shipping invoice is received, notify Evaluation and Assessment Division.

❏ 8. Ensure system personnel are present to supervise pickup.

❏ 9. If pickup has not been made within five (5) days, contact the Evaluation and Assessment Division.

R&L Carriers Contact Numbers

➢ For Giles, Lawrence, Lincoln, or Wayne Counties: Call 1 (800) 298-8116

➢ For Anderson, Bledsoe, Blount, Bradley, Campbell, Carter, Claiborne, Clay, Cocke, Cumberland, Fentress, Grainger, Greene, Hamblen, Hamilton, Hancock, Hawkins, Jackson, Jefferson, Johnson, Knox, Loudon, Marion, McMinn, Meigs, Morgan, Monroe, Overton, Pickett, Polk, Putnam, Rhea, Roane, Scott, Sequatchie, Sevier, Sullivan, Unicoi, Union, Van Buren, Washington, or White Counties:

                        Call 1 (800) 242-2147

➢ For Benton, Carroll, Chester, Crockett, Decature, Dyer, Fayette, Gibson, Hardeman, Hardin, Haywood, Henderson, Henry, Lake, Lauderdale, Madison, McNairy, Obion, Shelby, Tipton, or Weakley Counties:

                        Call 1 (800) 242-8596

➢ For Bedford, Cannon, Cheatham, Coffee, Davidson, DeKalb, Dickson, Franklin, Grundy, Hickman, Houston, Humphreys, Lewis, Macon, Marshall, Maury, Montgomery, Moore, Perry, Robertson, Rutherford, Smith, Stewart, Sumner, Trousdale, Warren, Williamson, or Wilson Counties:

                        Call 1 (800) 242-2146

UPS Return Instructions

After test materials are packed:

❑ 1. Locate the **UPS Return Service (RS) labels and instructions**, which were attached to the outside of the box labeled "Box #1 Central Office," located in a packet labeled "Return Instructions." If additional labels are needed, contact the Evaluation and Assessment Division at (615) 741-0720.
    A) ensure the RS labels are for the assessment materials being returned
    B) the weight on the return label must match the weight on the delivery label

RS label   top of box
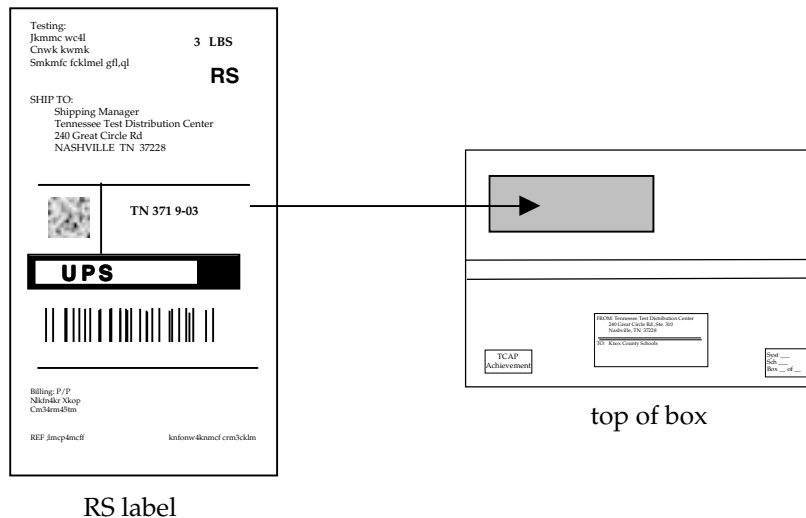
❑ 2. Affix an RS label to each box.
<u>Ensure the label covers the barcode label that is currently on the box</u> (leave only the return barcode label exposed to avoid conflicting barcodes).

❑ 3. If UPS does not stop daily at the system office, then notify UPS at 1-800-742-5877 to schedule a pickup.
    A) the driver will not pick up boxes unless the RS labels are affixed
    B) UPS may request the tracking number which is printed on the RS label
    C) the tracking number begins with "1Z..." and is printed on each RS (Do not use the tracking number on the original delivery label.)

❑ 4. Ensure system personnel who coordinates UPS pickups is notified test materials are ready for pickup, the number of boxes, and where the materials are located.

❑ 5. If pickup has not been made within five (5) days, contact the Evaluation and Assessment Division.

SECTION VIII: ADMINISTRATION ANOMALIES

Make-Up Tests

Plans should be made to allow all students to make up any tests/subtests not attempted during the regular test session. Make-ups must be administered within the State testing dates.

BEFORE TESTING

❑ 1. Plan a school make-up testing schedule within the State test administration timeframe.

❑ 2. Identify and contact students who need to make up a test(s)/subtest(s).

❑ 3. Schedule students listed on the Absentee List to make up a test(s)/subtest(s).

❑ 4. Gather materials needed to administer the test, e.g., test booklet, answer document, *Test Administration Manual.*

DURING TESTING

❑ 1. Establish a quiet, secure place for the administration of the make-up tests/subtests.

❑ 2. Code or help students code the Student Demographic Data on the test books or answer documents, according to instructions in the *Test Administration Manual*.

❑ 3. Ensure students who had begun a test before their absence complete the test using the same test booklet/version and answer document.

❑ 4. Administer the test/subtest adhering to test directions and time limits defined in the *Teacher Directions/Test Administration Manual*.

AFTER TESTING

❑ 1. Utilize the Test Administrator's Checklist for instructions on handling testing materials as applicable.

❑ 2. Coordinate with the Building Testing Coordinator for appropriate placement of the make-up test materials within other used answer documents and materials.
  A) ensure all absent students **who were unable to take a make-up test/subtest** have a completed Absentee Form under the appropriate Group Information Sheet (GIS) in the stacks of completed answer documents.
  B) ensure all students **who have taken a make-up test/subtest** and who had Absentee Forms in the stacks of answer documents, have the Absentee Form removed (place under an Inactive Test Material form) and have their answer documents placed in the stack under the appropriate GIS.

Absentees

All students who are enrolled in related courses or grades must be accounted for in testing materials. If a student is not present to take the test on the initial administration or make-up day(s), an Absentee Form must be completed. An Absentee Form **should not** be completed for students who are present, refuse to take the test, or leave during the test administration without completing the test/subtest.

BEFORE TESTING

❑ 1. System Testing Coordinators and Building Testing Coordinators must ensure that Absentee Forms are available for Test Administrators.

❑ 2. All applicable personnel must have been trained and have instructions for completing Absentee Forms.

DURING TESTING

❑ 1. Develop a list of students who missed a test/subtest and turn into the Building Testing Coordinator with test materials, per instructions in this manual.

❑ 2. An Absentee Form must be completed for all students who are absent for the **entire** test.

❑ 3. Code the Student Demographic Data on the Absentee Form according to instructions for coding Student Demographic information (see section V, Student Demographic Information, in this manual).

❑ 4. Absentee Forms are to be included under the appropriate Group Information Sheet (GIS) with other completed answer documents.

AFTER TESTING

❑ 1. If an Absentee Form has been completed for a student who later takes a make-up test/subtest, ensure that the make-up test is put under the appropriate GIS and the Absentee Form is removed and placed under an Inactive Test Material (ITM) form.

❑ 2. If a K–3 test booklet contains completed student demographic information for a student who is absent, place the test booklet under ITM. Complete an Absentee Form for **3rd grade students only** and place it under the appropriate GIS. **Do not complete an Absentee Form for students in grades K–2.**

Absentee Form, Sample

LAST NAME
FIRST NAME
MI
SOCIAL SECURITY NUMBER

ETHNIC ORIGIN
- American Indian/ Alaska Native
- Asian/Pacific Islander
- Black, not Hispanic
- Hispanic
- White, not Hispanic

TEACHER NAME

BIRTH DATE

Month	Day	Year
Jan		
Feb		
Mar		
Apr		
May		
Jun		
Jul		
Aug		
Sep		
Oct		
Nov		
Dec		

SYSTEM NAME

SCHOOL NAME

MEMBERSHIP
- 1
- 2
- 3
- 4

TEST VERSION
- 1
- 2
- 3
- 4
- 5
- 6

GENDER
- FEMALE
- MALE

GRADE
3 4 5 6 7 8

OPTIONAL CODES
1 2 3 4 5 6 7 8 9

MODIFIED FORMAT TEST
- BRAILLE
- LARGE PRINT

CODE A/B
- CODE A
- CODE B

TITLE 1
- Title I SWP (Schoolwide Programs)
- Title I TAS (Targeted Assistance Schools)
- Title I–TAS Direct Service

- 0–34%
- 35–49%
- 50–74%
- 75–100%

OTHER PROGRAMS
- 504 SERVICE PLAN
- GIFTED (Do not include in Special Education)
- ELL
- MIGRANT

SPECIAL EDUCATION
- Special Education Services (less than 4 hours per week)
- Special Education Services (4 through 22 hours per week)
- Special Education Services (23 or more hours per week)

ELL ACCOMMODATIONS
Q R S T

SPECIAL ACCOMMODATIONS
B C D F I

Absentee Form
Form O

Tennessee Comprehensive Assessment Program
Achievement Test

Mc Graw Hill CTB McGraw-Hill

44911

Report of Irregularity (RI)

The Report of Irregularity (RI) is a three-part form used to report a serious irregularity during testing. **The RI should be used only for the irregularities listed on the RI form.** It is essential that the bottom copy of the form be returned with the related test materials. Other significant circumstances may require a Report of Irregular Testing Conditions (RITC) or an Inactive Test Material (ITM).

Sample Circumstance	Action	Recommendation
Incorrect subtest taken	**Complete RI**	Void
Student received incorrect Special Accommodation or took test without appropriate Special Accommodation	**Complete RI**	Nullify
Student left with parent/guardian during testing session	**Complete RI**	Process Normally
Student refused to take test; Test Administrator ensured completion of demographics	**Complete RI**	Process Normally
Flu epidemic during testing caused large numbers of absences	**Complete RITC** RI is not required	
Student erased holes in answer document; answers were transcribed to another answer document	**Complete ITM** RI is not required	
Student tried to look at the paper of a neighboring student whose answers were covered	**Process normally** RI is not required	
Student made random responses or drew on test	**Process normally** RI is not required	
Student upset about external events	**Process normally** RI is not required	
Student left glasses at home	**Process normally** RI is not required	

❑ Test Administrator Responsibilities
- o do not write comments on answer documents
- o record irregularities and **sign**
- o make sure each section is completed
- o list names and Social Security numbers of all affected students
- o answer documents should be stacked with demographic grids face up and cut corners aligned at upper left side
- o paper clip the entire RI form to the related answer document(s) and place directly under the appropriate Group Information Sheet (GIS)

❑ Building Testing Coordinator Responsibilities
- o do not write comments on answer documents
- o verify appropriate use, accurate completion, and **sign**
- o discard paper clip, remove top and middle copies

REVISED!! Align timing marks, fold should be on the left, and cut corner should be on upper right side!!

- o answer documents should be stacked (with demographic grids face up and cut corners aligned at upper left side)
- o place bottom copy of RI on top of related answer document(s)
- o place each RI with its related answer document(s) directly under the appropriate GIS
- o make a copy of RI for school use
- o place top and middle copies of RI in the RI/RITC envelope; return to System Testing Coordinator

❑ System Testing Coordinator Responsibilities
- o do not write comments on answer documents
- o review for appropriate use and accurate completion
- o mark recommendation and **sign**
- o retain copy for system use
- o return top copy to RI/RITC envelope
- o return RI/RITC envelope per specific Test instructions (see Section VII, Return Procedures, in this manual)

TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM
REPORT OF IRREGULARITY

For Evaluation and Assessment
Use Only
OP#

System Name _____ No. _____ School Name _____ No. _____

Teacher Name (as on the Group Information Sheet) _____ Grade_____

Name (as on the test document) and Social Security Number of Student(s) Involved (attach list if needed) _____

_____

This form is to be used only if the following irregularities occurred. For other significant circumstances, use a Report of Irregular Testing Conditions. Mark all that apply and include specific details below:

❑   A.   A student or a group of students cheated.
❑   B.   Test administrator/proctor provided inappropriate assistance to student(s). Also complete a Breach of Testing Security Report.
❑   C.   A student left or was removed after beginning the test and was unable to complete the test or subtest. Specify reason and number of items completed in documentation below.
❑   D.   For timed tests/subtests, time limits were not observed. This includes receiving unauthorized additional time or not enough time, working ahead, or going back to a previously completed subtest.
❑   E.   A student completed a test using defective materials or the test became damaged or contaminated. This form should be used **only** if the transfer of all information to another answer document **could not** be made.
❑   F.   A student took the wrong test or subtest. **System Testing Coordinator must contact the State for further instructions.**
❑   G.   Improper test modifications/accommodations were used.
❑   H.   A student refused to take the test.

Document the occurrence (attach additional pages as needed)_____

_____

_____

COMPLETE THE APPROPRIATE INFORMATION BELOW

Achievement Test: Subtest(s) affected (mark all that apply)

Reading/ LA Part:	Math Part:	Science Part:	Social Studies Part:	Word Analysis	ALL

Gateway Tests: Test affected

Mathematics	Science	Language Arts

End-of-Course Tests: Test affected _____

Writing Test: Grade affected _____

TEST ADMINISTRATOR:	Paper clip this entire form to the student answer document and place **directly** under the appropriate Group Information Sheet.	_____ **Test Administrator's Signature**
BUILDING TESTING COORDINATOR:	Make a copy for school use. Place the bottom copy of the RI with answer document. Return the top and middle copies to the System Testing Coordinator.	_____ **Building Testing Coordinator's Signature**
SYSTEM TESTING COORDINATOR:	**Mark your recommendation below.** ☐ Process normally ☐ Void (only if wrong test taken) ☐ Review for nullification of the following test or subtest(s): _____ Place top sheet in the envelope provided and return per instructions in the *Test Administration Manual*. Retain the middle copy for system use.	_____ **System Testing Coordinator's Signature**

ED 3017
Revised 9/03

Report of Irregularity, Sample

Report of Irregular Testing Conditions (RITC)

The Report of Irregular Testing Conditions (RITC) is a two-part form used to report unusual conditions that occurred during the testing session. Some circumstances may require the use of a Report of Irregularity (RI) or an Inactive Test Material (ITM).

> The State **no longer requires** absences or Special Accommodations to be recorded on this form. **All enrolled students must have either an answer document or Absentee Form, with all demographic information completed, under the appropriate Group Information Sheet (GIS).** School systems **may choose** to continue to document absences and Special Accommodations on this form. Contact the System Testing Coordinator for local instructions.

Sample Circumstance	Action
School was dismissed during testing due to inclement weather	**Complete RI** RITC is not required
Fire drill or bomb threat interrupted test	System Testing Coordinator immediately notifies the State for instructions **Complete RITC**
Flu epidemic during testing caused large numbers of absences	**Complete RITC**
Student filled in circles on answer document with ink; answers were transcribed to another answer document	**Complete ITM** RITC is not required
Student randomly marked answers, drew pictures on the answer document, or used answer document for "scrap work"	**Process normally** RITC is not required
Class-changing noise or interruption due to announcements	**Process normally** RITC is not required
Room temperature too hot or too cold	**Process normally** RITC is not required
Calculator malfunctioned	**Process normally** RITC is not required
Bugs swarm in classroom	**Process normally** RITC is not required
Student laid head down, blew nose repeatedly, dropped books, or caused other minor disruption during testing	**Process normally** RITC is not required
Construction or landscaping noise during testing	**Process normally** RITC is not required

❑ Test Administrator Responsibilities
   o do not place answer documents with this form
   o record irregularities and **sign**
   o list names and Social Security numbers of students, or percentage of group, that was affected
   o return the entire form to Building Testing Coordinator

❑ Building Testing Coordinator Responsibilities
   o do not place answer documents with this form
   o verify appropriate use, accurate completion, and **sign**
   o make a copy for school use
   o place in RI/RITC envelope for return to System Testing Coordinator

❑ System Testing Coordinator Responsibilities
   o do not place answer documents with this form
   o review for appropriate use, accurate completion, and **sign**
   o retain bottom copy for system use
   o return top copy to RI/RITC envelope
   o return RI/RITC envelope per specific Test instructions (see Section VII, Return Procedures, in this manual)

TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM
REPORT OF IRREGULAR TESTING CONDITIONS

System Name_____ No. _____ School Name_____ No. _____

Grade _____   Test Administrator _____

Date	Teacher Name (as on Group Information Sheet)	Student(s) Involved Include SS #	Test/ Subtest(s) Involved	Circumstance Description

Note: Do not place answer documents with this form.

TEST ADMINISTRATOR: Return this entire form to Building Testing Coordinator.

_____
Test Administrator's Signature

BUILDING TESTING COORDINATOR: Make a copy for school use. Return this entire form to the System Testing Coordinator.

_____
Building Testing Coordinator's Signature

SYSTEM TESTING COORDINATOR: Retain the bottom copy for system use. Place the top sheet in the envelope provided and return per instructions in the *Test Administration Manual*.

_____
System Testing Coordinator's Signature

ED 3019
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Report of Irregular Testing Conditions, Sample

Inactive Test Material (ITM)
(Replaces Defective and Damaged Material Form)

> Only material to be destroyed should be placed under this form. Documents attached to an Inactive Test Material (ITM) form are inactive and are not to be scored. The ITM is a single sheet form and may be copied as needed. A separate form should be submitted for each incident type per grade/content area for each school.

Answer documents should be considered inactive for the reasons listed on the form **only**. If an answer document contains responses, the responses and student demographics must be transcribed to a new answer document before placing the document to be destroyed under this form. When completed, the ITM and related test materials should be paper banded separately from other test materials.

The following test materials **should not** be included under ITM:

- Braille and Large Print test materials (Return these test materials per shipping instructions and place the **transcribed** answer document under the appropriate Group Information Sheet [GIS].)
- Test booklets with only student names or random marks (Place them with used test materials.)
- Used writing prompts or directions (Place them with used test materials.)
- Test booklets or answer documents with manufacturing defects (System Testing Coordinator **must** contact the State for further instructions.)
- Writing folders with responses, separated at perforation (Place them together under the appropriate GIS, in order.)
- Unused, pre-coded Student Group Lists and GISs (Place them with used test materials.)

❑ Test Administrator Responsibilities
  ○ do not write comments on answer documents
  ○ identify any answer documents, test booklets, or Absentee Forms to be included under ITM
  ○ notify Building Testing Coordinator of any significantly damaged or contaminated (e.g., vomit, blood) documents for review
  ○ complete ITM, **sign**, and paper band with any affected answer documents or test materials
  ○ use only paper for bands (adding machine tape works well)
  ○ return paper-banded ITM to Building Testing Coordinator

❑ Building Testing Coordinator Responsibilities
  ○ do not write comments on answer documents
  ○ ensure materials under ITM are those documented on the form
  ○ verify use of form corresponds to allowed reasons only
  ○ **sign** completed forms
  ○ ensure each duplicate answer/absentee document under an ITM has a corresponding document under the appropriate GIS
  ○ ensure only paper has been used for bands (adding machine tape works well)
  ○ pack and return paper-banded ITM to System Testing Coordinator per instructions

❑ System Testing Coordinator Responsibilities
  ○ do not write comments on answer documents
  ○ review ITM for appropriate use, accurate completion, and **sign**
  ○ make copy for system use
  ○ return paper-banded ITM per specific Test instructions (see Section VII, Return Procedures, in this manual)

TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM
INACTIVE TEST MATERIAL
(Replaces Defective and Damaged Material Form)

System Name _____ No. _____ School Name _____ No. _____

Test _____ Grade/Content _____ Test Administrator _____

Complete one form for each incident type per grade/content area.
This form is to be used **only** if the listed incidents occurred.
(For other significant circumstances, use a Report of Irregular Testing Conditions.**)**

Do NOT place the following under this form:
- Braille and large-print test materials (Return these test materials per shipping instructions and place the **transcribed** answer document under the appropriate Group Information Sheet [GIS].)
- Test booklets with only student names or random marks, except K-3 Achievement (Place them with used test materials.)
- Used writing prompts or directions (Place them with used test materials.)
- Test booklets or answer documents with manufacturing defects (System Testing Coordinator **must** contact the State for further instructions.)
- Writing folders with responses, separated at perforation (Place them together under the appropriate GIS, in order.)
- Unused, pre-coded Student Group Lists and GISs (Place them with used test materials.)

❏ A student marked responses in the test booklet (excluding K-3 Achievement). Demographic data and answers have been transcribed onto an answer document and placed under the appropriate GIS. Test booklet to be destroyed is under this form.

❏ A pre-coded answer document for a student absent from testing or no longer enrolled is under this form. An Absentee Form for the absent student (excluding Gateway "Test Only" Status or Competency "no shows") is under the appropriate GIS.

❏ A completed Absentee Form for a student who later took the make-up test is under this form. The document to be scored is under the appropriate GIS.

❏ There are duplicate answer documents for a student. The document to be destroyed is under this form. The document to be scored is under the appropriate GIS.

❏ A student took the wrong test. The incorrect test answer document is under this form. The correct test document to be scored is under the appropriate GIS. (If the correct test could not be administered, also complete a Report of Irregularity.)

❏ An answer document with student responses is contaminated (e.g., vomit, blood). The answers have been transcribed to another answer document and placed under the appropriate GIS. Contaminated documents must be securely destroyed by the System Testing Coordinator and listed below. If the answers **CANNOT** be transcribed to a new answer document, complete a Report of Irregularity and contact the System Testing Coordinator.

❏ An answer document with student responses is damaged. The answers have been transcribed to another answer document and placed under the appropriate GIS. Damaged documents to be destroyed are under this form. If the answers **CANNOT** be transcribed to a new answer document, complete a Report of Irregularity and contact the System Testing Coordinator.

❏ A student filled in circles on an answer document in ink. Information has been transcribed onto a new answer document and placed under the appropriate GIS. The document to be destroyed is under this form.

Number of Documents paper banded under this form: _____

Student Name(s) and Social Security Number(s): _____

_____

_____

_____

TEST ADMINISTRATOR:	Place this completed form on top of the related test material, <u>paper band</u>, and return to the Building Testing Coordinator.	_____ **Test Administrator's Signature**
BUILDING TESTING COORDINATOR:	Return this form and materials to the System Testing Coordinator.	_____ **Building Testing Coordinator's Signature**
SYSTEM TESTING COORDINATOR:	Make a copy of this form for system use. Return the form and materials per instructions in the *Test Administration Manual*.	_____ **System Testing Coordinator's Signature**

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Inactive Test Material, Sample

SECTION IX: TROUBLESHOOTING

If this happens…	Do this:
Test materials do not arrive by the specified date.	Contact the Evaluation and Assessment Division at (615) 741-0720
Inadequate quantities of test materials or ancillary materials are received.	Contact the Evaluation and Assessment Division. Document any shortages on your copy of the Shipping Order Form.
Large Print or Braille versions are not received.	Check all boxes. These materials are packaged independently. If the tests have not been received within two days, contact the Evaluation and Assessment Division.
Test materials are defective or damaged.	Contact the Evaluation and Assessment Division immediately. Return defective test materials separately per Evaluation and Assessment instructions.
Additional test materials are needed on the testing date.	Building Testing Coordinators should first contact the System Testing Coordinator. If the quantity of materials is still insufficient, the System Testing Coordinator should contact the Evaluation and Assessment Division.
One or more test books and/or manuals are not accounted for after test administration.	Contact test administrators to see if the missing materials can be located. Note the shortage in the "Missing" column of the Shipping Order Form and complete a **Breach of Testing Security Report** form.
Not all used and unused answer documents are accounted for after test administration.	Check test books first to see if any answer documents were placed inside them. If answer documents are not found, contact the test administrator. Note the shortage in the "Missing" column of the Shipping Order Form and complete a **Breach of Testing Security Report** form.

NOTE: A completed **Breach of Testing Security Report** form must be returned to the Evaluation and Assessment Division to explain any discrepancies on the Shipping Order Form for test books and answer documents not being returned. This form should be sent in the RI/RITC envelope directly to the Evaluation and Assessment Division.

Return these materials to the Tennessee Test Distribution Center.